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CINCINNATI PUBLIC SCHOOLS

EIGHTY-THIRD

Annual Report

FOR THE

School Year Ending
August 31, 1912

CINCINNATI
1913

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WINTON PLACE SCHOOL

Cincinnati Public Schools

EIGHTY-THIRD

ANNUAL REPORT

FOR THE

SCHOOL YEAR ENDING AUGUST 31, 1912

CINCINNATI
1913

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BOARD OF EDUCATION OF THE SCHOOL DISTRICT OF CINCINNATI, FOR THE YEAR 1913.

MEMBERS OF THE BOARD.

Gustav L. Krieger	4808 Central avenue, Madisonville
John Schwaab	1622 Dexter avenue
L. A. Burrell	857 Beecher street
S. Edwin Hamilton	1212 E. Third street
Chas. A. Corry	1316 Main street
Robt. E. Coghill	Saxony Building
Fred C. Schlueter	1416 Elm street
A. J. Boeckman	417 Arch street
Chas. Gregory Smith	224 Dorchester avenue
Geo. Friedlein	140 E. Clifton avenue
Wm. F. Hess	421 Southview avenue
Anton Berger	2720 Scioto street
Samuel Ach	Forest and Washington avenues
Christian Erhardt	834 York street
L. J. Fogel	708 Clinton street
Reinhart W. Pagels	823 W. Eighth street
John Gigos	1241 Richmond street
Raphael W. Miller	631 W. Seventh avenue
Wm. H. Gibson	Washington avenue, Delhi
Bernard J. Hausfeld	1043 Sunset avenue
Jas. F. Clayton	1614 Freeman avenue
J. C. Evans	2948 Colerain avenue
James G. Fisk	4405 Innes avenue
Fred E. Wesselmann	3708 Carson avenue, Cheviot
Edward J. Durr	613 Epworth avenue, W. P.
A. D. Shockley	3027 Werk Road
Emil Pollak	2648 Stanton avenue
John M. Withrow	2923 Reading Road
M. Edith Campbell	Reading road and Lexington avenue

ALBERT D. SHOCKLEY, President.

JOHN SCHWAAB, Vice-President.

613558

STANDING COMMITTEES

For School Year 1913.

Annexation	Schlueter, Wesselmann, Fisk, Pagels, Gibson.
Auditing	Fisk, Corry, Evans.
Boundaries, Transfers and Hygiene	Miller, Hamilton, Fogel.
Buildings and Repairs	Withrow, Friedlein, Durr, Erhardt, Corry, Hamilton, Krieger.
Continuation Schools	Smith, Withrow, Campbell, Schlueter, Ach.
Course of Study and Text Books	Schwaab, Hess, Campbell, Schlueter, Fogel.
Deaf Mute	Gigos, Evans, Burrell.
Dedication	Shockley, Pollak, Withrow, Berger, Durr.
Discipline and Morals	Clayton, Schlueter, Burrell, Hausfeld, Gigos.
Funds and Claims	Pollak, Berger, Ach, Hess, Wesselmann.
Furniture and Supplies	Durr, Berger, Gibson, Hess, Pollak.
German Department	Schwaab, Hausfeld, Schlueter, Erhardt, Fogel.
Heating Fixtures and Fuel	Friedlein, Fisk, Schlueter, Clayton, Gigos.
Law	Wesselmann, Coghill, Krieger.
Legislation	Shockley, Schwaab, Wesselmann, Withrow, Berger.
Lots	Berger, Ach, Friedlein, Gibson, Erhardt.
Manual Training and Domestic Science	Campbell, Withrow, Clayton, Coghill, Burrell.
Night Schools	Smith, Pollak, Miller, Gigos, Boeckman.
Printing	Hamilton, Schlueter, Evans.
Playgrounds and Vacation Schools	Hess, Campbell, Ach, Fisk, Krieger.
Rules and Regulations	Wesselmann, Coghill, Durr.
Special Teachers	Coghill, Pagels, Boeckman.
Special School	Campbell, Pollak, Miller.
School for Blind	Miller, Hausfeld, Gibson.
Social Centers	Ach, Campbell, Durr, Coghill, Pagels.
Teachers' Institute	Erhardt, Smith, Burrell.
Teachers and Salaries	Schwaab, Berger, Hess, Clayton, Gigos.

REPORT OF THE PRESIDENT

The Board of Education of the School District of the city of Cincinnati herewith submits its Eighty-third Annual Report.

Death of George Goodman.

George Goodman, for many years the efficient clerk of the Superintendent of Buildings and of the Business Department, departed this life September 21, 1912. He was remarkably accurate and systematic in his work, and the Board lost a faithful and diligent employe.

Death of John B. Scheidemantle.

John B. Scheidemantle, one of the veteran principals of our school, died December 7, 1912. He endeared himself to all who knew him by his courteous, kindly manner. In his death the Board lost one of its most useful instructors, and many of the members lost a personal friend.

New Buildings.

The George F. Sands School is now complete and in use. Its formal dedication has not yet taken place. The new Fifteenth District and Guilford schools are nearing completion.

Dedication of Winton Place School Building.

The Winton Place school building was dedicated with appropriate ceremonies May 18, 1912. An interesting program was presented by local talent in the afternoon, and the formal dedication by the Board of Education took place in the evening. A large and appreciative audience and many members of the Board were present. Music, flowers and oratory were much in evidence, and the people of this community were apparently very enthusiastic over their new building and equipment.

Annexation.

The school districts of Pleasant Ridge, Hartwell, Oakley and Fernbank have been formally and completely annexed, and the advantages of the city schools extended to these flourishing neighborhoods. It is interesting to note the general satisfaction among these citizens, due to the providing by the Board of special teachers for Music, Drawing and Penmanship.

House of Refuge School.

The Board has assumed the responsibility of the education of the boys and girls of the House of Refuge through an agreement with the city authorities. It is believed that this plan is a wise and useful one, and will inure to the benefit of all concerned.

The Rosa E. Ampt Kindergarten.

Through the generosity of the late Wm. M. Ampt, the property at 1910 Baymiller street became the property of the Board, and at his request a kindergarten was there established bearing the name of his daughter, Rosa E. Ampt.

Change in Superintendency.

Early in 1912 Superintendent F. B. Dyer was mentioned in connection with the superintendency of the Pittsburgh, Pa., schools. A strong protest was made by many citizens and business organizations against his leaving Cincinnati, and he refused to give the Pittsburgh matter serious consideration. A few months later, Boston, Mass., being in need of a superintendent, made Mr. Dyer an offer which would appeal to any school man, and in consideration of the many advantages Boston had to offer, he asked the Board to release him and permit him to accept the Boston offer. The Board was very reluctant to have him leave, but as he had not entered on the new term to which he had been elected, and as he frankly stated that he wished to accept the Boston offer, it was powerless to retain him. A special committee was appointed on selection of his successor. Mr. Dyer was consulted, and the committee made an exhaustive canvass of the prominent educators of the country. Randall J. Condon, of Providence, R. I., was recommended to the Board by unanimous vote of the committee, and he received the unanimous vote of the Board. The new superintendent was born in Maine, is fifty years of age, and received his college education at Colby College, Maine, and the Harvard Summer School. He was a high school principal in Maine for three years, and was superintendent of schools for thirteen years in Massachusetts, eight years in Helena, Mont., and two years in Providence. His two years in Providence were marked by a distinct improvement in the Providence schools, especially along the lines of industrial education. It was the consensus of opinion of the committee that the problems met and solved by him in Providence were similar to those presented in Cincinnati. He is frank in manner, has a pleasing personality, and is firm of will. His administration in Cincinnati bids fair to be a distinct success, for he will command the loyalty and co-operation of principals, teachers and members of the Board.

NEW HIGH SCHOOL SITE.

The demand for a new high school building in the northeastern section of the city is becoming urgent on account of the crowded condition of the Hughes and Woodward buildings. A large lot, suitable for athletic fields and other features of a modern school plant, is under consideration.

SALE OF BONDS.

It became necessary to issue bonds in the sum of $350,000 during the school year. The bonded indebtedness of the Board has now passed the three and a half million mark. The Board should seriously consider the advisability of avoiding much further increase of its bonded indebtedness.

I wish to thank the members and officers of the Board for their courtesy and good will. I feel that the Board has done much in the past year which is worthy of consideration.

Respectfully submitted,

S. B. MARVIN,
President.

FINANCIAL STATEMENT

Cincinnati, O., September 1, 1912.

To the Honorable, the Board of Education of the School District of the City of Cincinnati:

Gentlemen—Herewith I submit to your honorable body a statement of the receipts and expenditures of the Board for the fiscal year ending August 31, 1912.

Balance September 1, 1911			1,194,785 57
RECEIPTS.			
Taxes:			
Balance August, 1911, settlement	$393,581 72		
In full February, 1912, settlement	1,086,875 16		
On account August, 1912, settlement	510,000 00		
		1,990,456 88	
Interest on deposit of school funds		39,429 25	
Woodward rents		9,139 54	
Hughes rents		850 00	
Foreign tuition		9,427 31	
Examination fees		482 00	
Sayler Park School District, cash balance		1,544 95	
Mt. Airy School District, cash balance		781 38	
Madisonville School District, cash balance		308 60	
Millcreek Township School District, cash balance		634 26	
Certified check in litigation (Hanson Bros.)		771 35	
Certified check in litigation (Interstate Engineering Co.)		3,600 00	
Sale of old buildings (Fifteenth District) (Bus. Mgr.)		815 00	
Sale of Domestic Science books		15 00	
Sale of old desks, iron, paper, horse, etc. (Bus. Mgr.)		1,458 63	
Rent of school auditoriums		30 00	
Rent of Fourth Intermediate and Clifton buildings		390 06	
J. O. Falkinburg, sale of iron, tuition, etc		10 25	
C. A. Wilson, damage to school books		20 30	
Sale of bonds, premium and accrued interest		305,458 33	
C. M. Ullrich, refunder of rent for flat		18 00	
E. C. Trisler, Principal Third Intermediate School, refunder		5 00	
J. B. Johnston, Principal Riverside School, refunder		23 00	
Blanche Rosenthal, teacher Hughes High School, refunder		21 00	
Carl Ziegler, Supervisor Playgrounds, refunder		39 00	
M. Louise Armstrong, supervisor, refunder		6 00	
Wm. Grautman, Clerk, refunders by Principals F. E. Crane, $6; J. H. Locke, $1; S. G. Baner, $2.50; W. S. Strickland, $2.25; E. M. Sawyer, $2.25; Wm. Kaefer, $1.12; Wm. Vulkopf, for one diploma, 50 cents		15 62	
Cincinnati and Suburban Bell Telephone Co., rebate		11 50	
			$2,365,762 21
Total			$3,560,547 78

EXPENDITURES OF THE SCHOOLS

SCHOOLS	Supervision	Instruction	Furniture	Fuel and Light	Repairs	Rent	Janitors	Totals
1st District	2,288 50	21,471 57	....	621 11	382 06	....	1,290 00	26,053 24
5th District	1,577 00	10,729 75	....	1,130 94	373 09	....	1,152 00	14,962 78
6th District	2,400 00	24,444 52	27 10	1,577 20	322 89	....	2,465 10	31,236 81
11th District	2,270 40	27,370 76	2 45	1,462 61	1,579 82	....	2,992 80	35,678 84
12th District	2,400 00	16,785 75	....	556 79	1,139 58	....	1,510 80	22,392 92
14th District	2,400 00	13,143 49	....	225 70	146 50	....	1,210 80	17,126 49
16th District	2,392 80	20,013 50	....	1,031 81	1,103 20	....	2,181 60	26,722 91
20th District	2,400 00	16,783 87	19 20	295 77	374 16	....	1,260 00	21,133 00
22d District	2,400 00	16,844 38	43 29	1,031 11	698 44	....	2,070 00	23,087 22
23d District	2,400 00	20,630 75	1,387 56	1,343 64	1,504 75	....	2,764 80	30,031 50
25th District	1,800 00	13,650 86	....	423 68	616 21	....	1,341 60	17,832 35
28th District	2,400 00	14,873 44	....	295 92	689 56	....	1,466 40	19,725 32
30th District	2,400 00	19,648 38	215 00	647 03	287 09	....	1,747 20	24,944 70
1st Intermediate	2,400 00	25,839 87	98 00	2,169 48	2,051 99	18 00	3,224 40	35,801 74
2d Intermediate	....	....	....	998 04	535 74	....	1,201 20	2,734 98
3d Intermediate	1,700 00	12,536 00	91 65	541 10	601 67	....	1,960 80	17,431 22
4th Intermediate	2,400 00	16,114 75	....	94 42	178 91	240 00	1,154 40	20,182 48
Avondale	2,100 00	20,410 62	....	1,338 90	398 99	....	2,787 60	27,036 11
Bond Hill	1,377 00	4,643 50	159 50	182 13	845 18	....	777 60	7,984 91
Bloom	2,300 00	16,802 00	4 46	480 15	351 66	97 50	1,310 40	21,346 17
Carthage	2,000 00	9,122 87	....	503 79	663 10	....	1,040 00	13,329 76
Chase	2,400 00	16,809 88	4 46	915 56	832 20	....	1,938 00	22,900 10
Central Fairmount	1,900 00	9,296 63	101 25	636 78	276 87	....	2,090 40	14,301 93
Clifton	1 900 00	12,315 75	....	906 60	531 65	....	2,211 60	17,865 60
College Hill	1,700 00	7,170 00	....	546 57	177 05	....	916 80	10,510 42
Columbian	2,400 00	17,268 62	22 00	505 43	3,357 62	....	1,758 30	25,311 97
Douglass	1,800 00	14,941 75	5,933 26	1,345 47	1,342 61	150 00	2,237 40	27,750 49
Evanston	1,895 25	11,170 00	38 00	776 59	797 40	....	1,978 80	16,656 04
Fulton	1,737 50	7,665 12	....	268 03	120 19	....	811 20	10,602 04
Garfield	2,360 40	18,854 51	7,689 26	1,598 59	648 92	....	2,121 20	33,272 88
Guilford	2,084 70	12,945 78	35 56	869 36	213 07	....	1,060 80	17,209 27
Harrison	1,877 00	8,942 88	3,929 00	686 35	2,232 39	....	1,483 20	19,150 82
Highlands	1,800 00	9,178 63	50 46	723 36	242 23	....	1,947 60	13,942 28
Hoffmann	2,400 00	18,736 38	....	521 09	377 61	....	1,435 20	23,470 28
Hyde Park	2,300 00	19,288 76	62 85	265 83	1,833 16	....	2,385 30	26,135 90
Jackson	2,400 00	17,449 98	....	903 52	249 56	....	1,248 00	22,251 06
Kirby Road	2,089 50	15,418 36	4 46	1,593 94	471 64	....	2,547 60	22,125 50
Lincoln	2,400 00	15,473 37	....	533 30	1,233 80	....	1,840 80	21,481 27
Linwood	1,700 00	8,690 00	....	168 97	2,034 18	....	748 80	13,341 95
McKinley	1,900 00	12,006 88	....	598 15	510 48	....	1,638 00	16,653 51
Madisonville	2,700 00	24,438 75	717 46	1,297 86	560 37	....	3,220 00	32,934 44

EXPENDITURES OF THE SCHOOLS—Continued.

SCHOOLS	Supervision	Instruction	Furniture	Fuel and Light	Repairs	Rent	Janitors	Totals
Mann	1,800 00	9,803 65	101 70	687 71	1,266 22		2,109 60	15,768 88
Morgan	2,400 00	18,170 58		1,159 40	3,545 24		2,896 80	28,172 02
North Fairmount	2,000 00	10,285 24	17 50	354 41	136 80		1,185 60	13,979 55
Oyler	2,277 60	15,967 88		764 69	623 99	22 50	1,848 00	21,504 66
Raschig	2,400 00	18,464 25		698 80	246 00		1,482 00	23,291 05
Riverside	1,900 00	12,988 75	56 00	656 56	789 83		1,638 00	18,029 14
Sayler Park	1,600 00	4,260 00	155 35	83 06	1,199 97		811 20	8,109 58
Sherman	2,388 00	20,761 61	82 80	817 17	451 56		1,778 40	26,279 54
Vine	1,900 00	11,997 13	1,692 70	138 00	1,043 19		982 80	17,753 82
Warsaw	1,700 00	8,084 13		55 62	1,310 27		788 40	11,938 42
Washington	2,400 00	25,142 38	67 16	1,946 01	2,350 06		2,883 60	34,789 21
Webster	2,400 00	18,284 15	215 00	1,075 74	557 70		1,935 00	24,467 59
Westwood	2,100 00	15,907 37		920 70	2,803 90		2,769 65	24,501 62
Whittier	1,961 50	15,465 25	38 72	647 98	316 84		2,035 20	20,465 49
Windsor	1,900 00	16,611 13	215 00	688 85	346 74		1,417 20	21,178 92
Winton Place	1,900 00	10,523 50	5,826 06	1,758 69	481 19		2,331 00	22,820 44
Deaf Mute		6,065 25						6,065 25
Boys' Special	1,600 00	2,600 00	43 50					4,243 50
Special No. 3	1,200 00	5,631 63	105 15	534 44	434 13		1,134 00	9,039 35
Drawing	2,460 00	8,154 62						10,614 62
Music	2,460 00	14,590 50						17,050 50
Writing	2,424 00	5,200 00						7,624 00
Physical Training	2,460 00	11,552 99						14,012 99
Manual Training	2,400 00	16,788 48						19,188 48
Domestic Science	1,792 50	9,675 03						11,467 53
Kindergartens	1,638 80							1,638 80
German	2,620 00							2,620 00
College	10,466 64							10,466 64
Hughes	3,400 00	85,411 13	7,775 76	3,719 90	3,891 78			112,162 97
Woodward	3,000 00	81,318 00	5,538 56	6,143 68	1,881 74	312 72	8,016 00	106,210 70
Walnut Hills	3,180 80	47,457 25	946 42	1,327 57	695 67		2,043 60	55,651 31
Boys' Continuation		3,647 94	606 27					4,254 21
Girls' Continuation	1,600 00	14,714 33	937 78					17,252 11
Night Schools	3,550 50	37,425 50					3,555 80	44,531 80
Superintendent of Schools	6,051 12							1,651 12
Assistant Superintendent of Schools	1,544 87							1,544 87
Playgrounds	505 50	8,393 00	1,027 95					9,926 45
School Garden	780 00							780 00
Summer Schools	136 50	4,492 00						4,628 50
Vacation Schools	125 00	3,809 00	560 87					4,494 87
Totals	$173,973 38	1,219,566 31	$46,646 48	$56,791 65	$57,260 41	$840 72	$124,134 75	$1,679,213 70

EXPENDITURES 1911-1912—CONTINUED.

Amount brought forward		1,679,213 70
GENERAL ACCOUNT.		
Furniture, fixtures and apparatus	13,914 72	
Stationery and supplies, printing, etc	8,933 50	
Fuel and light	1,056 99	
Repairs, material, hauling, etc	21,409 33	
Text books and supplementary reading	14,632 61	
Renovation of text books, covers, etc	4,506 35	
Special School: Matron, boarding, transportation	1,927 92	
Kindergarten equipment and supplies	2,160 39	
Manual Training equipment and supplies	14,589 00	
Domestic Science equipment and supplies	7,203 52	
School for the Blind, transportation, etc	912 56	
Gymnasium and Playground equipment	5,743 09	
Laboratory equipment and supplies	1,023 62	
Advertising	534 64	
Night School sundries	987 65	
School Teachers' Pension Fund	23,562 28	
Miscellaneous—Madisonville note, census, etc	17,740 45	
		140,838 62
ADMINISTRATION.		
Clerk Board of Education	3,000 00	
Assistant Clerk Board of Education	2,000 00	
General Clerk and stenographer	1,152 11	
Secretary of the Union Board	600 00	
Sergeant-at-arms	50 00	
Treasurer of School Funds	999 96	
Clerk, Superintendent of Schools	1,800 00	
Truant Officer and assistants	7,800 00	
Business Manager	4,500 00	
Superintendent of Buildings	3,500 00	
Clerk, Business Department	1,800 00	
Assistant Clerk, Business Department	1,500 00	
Custodian of Supplies	1,400 00	
Assistant Custodian of Supplies	960 00	
Chief Engineer	1,800 00	
Chief Janitor	1,300 00	
Stenographers, Supt. of Schools and Business Dept	2,366 84	
Board of Examiners	1,200 00	
		37,728 91
Amount carried forward		$1,857,791 23

Amount brought forward				1,857,791 23

BUILDINGS AND SITES.

	Buildings	Sites		
Douglass	33,464 82		33,464 82	
Winton Place	23,727 90	5,210 00	28,937 90	
Twenty-third District	9,803 91		9,803 91	
Guilford	52,003 72	1,700 00	53,703 72	
Fourteenth District	157,795 78	4,335 00	162,130 78	
Fifteenth District	10,246 02	32,857 00	43,103 02	
First Intermediate	786 00		786 00	
Chase	1,000 00		1,000 00	
Westwood	14 38		14 38	
Garfield	3,242 20		3,242 20	
Morgan	1,576 00		1,576 00	
Horace Mann	2,069 00		2,069 00	
Hyde Park	4,080 00		4,080 00	
Walnut Hills	2,754 00		2,754 00	
Sixteenth District	1,628 52		1,628 52	
Bond Hill	688 00		688 00	
Harrison	1,011 50		1,011 50	
Webster	925 00		925 00	
Hughes	6,565 85		6,565 85	
Fourth Intermediate	75 00	91,400 00	91,475 00	
Highlands		30 00	30 00	
Kirby Road	135 43	240 00	375 43	
Third Intermediate		95 00	95 00	
	$313,593 03	$135,867 00	$449,460 03	449,460 03

BONDS, INTEREST AND SINKING FUND.

	Bonds	Interest		
Cincinnati	35,285 00	111,235 00	146,520 00	
Madisonville	4,450 00	10,340 00	14,790 00	
College Hill	500 00	812 50	1,312 50	
Sayler Park	500 00	300 00	800 00	
Carthage	500 00	225 00	725 00	
Riverside	2,600 00	620 00	3,220 00	
South Bend	700 00	375 00	1,075 00	
Warsaw	1,000 00	400 00	1,400 00	
Winton Place		250 00	250 00	
Bond Hill		720 00	720 00	
	$45,535 00	$125,277 50	$170,812 50	170,812 50
Total				$2,478,053 76
Balance August 31, 1912				$1,082,494 02

Respectfully submitted,

Wm. Grautman, *Clerk.*

FACE OF LEDGER	Tuition, Contingent, Building, Bonds Interest and Sinking Funds	
	Dr.	Cr.
TUITION FUND		
Balance September 1, 1911	$241,758 82	
Receipts during the year	1,546,023 56	
Disbursements during the year		1,398,101 97
Balance August 31, 1912		389,680 41
Totals	$1,787,782 38	$1,787,782 38
CONTINGENT FUND *		
Balance September 1, 1911	$262,532 90	
Receipts during the year	342,148 29	
Disbursements during the year		459,679 26
Balance August 31, 1912		145,001 93
Totals	$604,681 19	$604,681 19
BUILDING FUND		
Balance September 1, 1911	$683,674 83	
Receipts during the year	310,139 41	
Disbursements during the year		449,460 03
Balance August 31, 1912		544,354 21
Totals	$993,814 24	$993,814 24
BONDS INTEREST AND SINKING FUND		
Balance September 1, 1911	$6,819 02	
Receipts during the year	167,450 95	
Disbursements during the year		170,812 50
Balance August 31, 1912		3,457 47
Totals	$174,269 97	$174,269 97

* Mr. Henry Klein, Superintendent of Buildings, has $4,000 of the School Funds in his possession, which was advanced to him for payrolls of workmen in the employ of the Board, under his supervision.

Mr. C. W. Handman, Business Manager, has $100 of the School Funds in his possession for petty expenses.

SCHOOL TREASURER'S STATEMENT

Showing balances in various funds of the School Treasury for the year ending August 31, 1911, also showing receipts, disbursements and balances remaining in the School Treasury for the year ending August 31, 1912.

FUNDS	Balance on Hand Sept. 1, 1911	Receipts	Disbursements	Balance on Hand Aug. 31, 1912
Tuition	241,758 82	1,546,023 56	1,398,101 97	389,680 41
Contingent	262,673 20	342,148 29	459,819 56	145,001 93
Building	683,674 83	310,139 41	449,460 03	544,354 21
Bond, Interest and Sinking	6,819 02	167,450 95	170,812 50	3,457 47
Totals	$1,194,925 87	$2,365,762 21	$2,478,194 06	$1,082,494 02

WM. E. KENNEY, City Treasurer.
Per C. A. HUMMEL, Bookkeeper.

ESTIMATED TAX DUPLICATE
OF THE SCHOOL DISTRICT OF CINCINNATI FOR 1912
$535,000,000.

Tax Levy, 3.48 Mills.

BONDED DEBT SEPTEMBER 1, 1912.

TITLE OF BONDS	No. of Bonds	Amount of Bonds	Rate of Interest Percent	Interest Payable	Principal Payable	Option
Riverside	26	$2,600 00	5	June & Dec.	$1,300 an'ally	....
Riverside	24	2,400 00	5	May & Nov.	700 an'ally	....
Riverside	13	6,500 00	5	Mar. & Sept.	500 an'ally	....
Warsaw	16	8,000 00	5	Mar. & Sept.	1,000 an'ally	....
Bond Hill.....	10	4,000 00	6	Feb. & Aug.	Aug. 1, 1913	....
Bond Hill.....	10	4,000 00	6	Feb. & Aug.	Aug. 1, 1923	....
Bond Hill.....	10	4,000 00	6	June & Dec.	Dec. 23, 1923	....
Winton Placé.	10	5,000 00	5	Mar. & Sept.	Sept. 1, 1913	....
South Bend...	1	100 00	5	Apr. & Oct.	$100 annually	....
South Bend...	13	1,300 00	5	May & Nov.	100 annually	....
South Bend....	12	6,000 00	5	June & Dec.	500 annually	....
Sayler Park...	9	4,500 00	4	May & Nov.	500 annually	....
College Hill...	21	10,500 00	5	Apr. & Oct.	500 annually	....
Carthage	3	1,500 00	5	Apr. & Oct.	500 annually	....
Madisonville ..	70	35,000 00	4	May & Nov.	May 11, 1930	....
" ..	12	6,000 00	4	Feb. & Aug.	Feb. 24, 1932	....
" ...	5	2,500 00	4	June & Dec.	Dec. 29, 1936	....
' ..	100	50,000 00	4	Mar. & Sept.	Mar. 14, 1938	....
" ..	50	25,000 00	4	Apr. & Oct.	Oct. 3, 1938	....
" ..	100	50,000 00	4	Mar. & Sept.	Mar. 27, 1939	....
" ..	6	3,000 00	4	Feb. & Aug.	Aug. 23, 1940	....
Cincinnati	500	250,000 00	4	Mar. & Sept.	Sept. 1, 1936	Sept. 1, 1906
"	1	42,500 00	3½	Mar. & Sept.	Sept. 1, 1936	Sept. 1, 1906
"	500	50,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
'	100	50,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
"	60	30,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
"	67	33,500 00	3½	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
"	200	100,000 00	3½	May & Nov.	May 1, 1945	....
"	300	150,000 00	3½	Apr. & Oct.	Oct. 16, 1945	....
"	500	250,000 00	3.65	June & Dec.	June 25, 1946	....
"	400	200,000 00	4	Nov. & May	Nov. 26, 1946	....
"	500	250,000 00	4	Apr. & Oct.	Apr. 13, 1948	....
"	400	200,000 00	4	Mar. & Sept.	Sept. 8, 1948	....
"	600	300,000 00	4	Mar. & Sept.	Mar. 30, 1949	....
"	360	180,000 00	4	June & Dec.	June 21, 1949	....
"	500	250,000 00	4	Mar. & Sept.	Mar. 28, 1950	....
"	480	240,000 00	4	June & Dec.	Dec. 5, 1950	....
"	600	300,000 00	4	June & Dec.	Dec. 4, 1951	

SCHOOL EXPENSES, CINCINNATI, 1834 TO 1912, INCLUSIVE.

FISCAL YEAR ENDING IN	Total Expenses	Teachers' Salaries	Number teachers employed.	Number enrolled pupils......	Number pupils in av'ge daily attendance....	Cost per pupil —total enrollment on total expenses.......	Cost per pupil —av'ge daily attendance on total expenses.	Cost per pupil —total enroll-m't on teachers' salaries...	Cost per pupil —av'ge daily attendance on teachers' sal's	Average annual salaries — all teachers included ....
1834	$28,175 25	$8,371 09	30	2,300	1,800	$12 25	$15 65	$3 63	$4 65	$279 00
1835	27,544 87	8,648 43	43	2,400	1,500	11 47	17 77	3 60	5 60	201 00
1836	....	11,430 48	44	....	....	....	....	....	....	....
1837	....	14,999 05	47	....	....	....	....	....	....	....
1838	23,222 66	15,846 37	53	2,900	2,400	8 00	9 68	5 46	6 60	299 00
1839	22,003 99	19,901 10	64	4,480	2,500	4 91	8 80	4 41	7 96	310 00
1840	24,956 48	19,604 35	63	5,057	2,604	4 93	9 59	3 87	7 52	311 00
1841	28,668 84	18,594 82	59	6,081	2,760	4 71	10 60	3 05	6 07	315 00
1842	....	18,565 12	70	6,975	3,033	....	....	2 66	6 12	265 00
1843	26,878 22	20,091 70	76	7,100	3,140	3 74	8 56	2 82	6 40	261 00
1844	29,436 60	20,979 62	78	8,248	3,726	3 56	7 90	2 54	5 63	268 00
1845	34,622 08	23,927 82	86	5,425	4,173	6 38	8 29	4 41	5 75	278 00
1846	35,491 38	25,020 50	95	9,835	4,480	3 60	7 91	2 54	5 58	263 00
1847	48,885 03	26,499 50	97	10,120	4,429	4 83	11 03	2 61	5 88	273 00
1848	58,636 57	35,378 35	127	12,000	5,044	4 88	11 62	2 78	7 01	278 00
1849	50,529 13	38,462 96	137	11,544	5,090	4 37	9 92	3 33	7 55	280 00
1850	67,884 30	46,834 23	148	12,240	5,362	5 54	12 66	3 82	8 73	316 00
1851	89,442 42	50,856 51	157	13,583	6,194	6 58	14 44	3 74	8 21	323 00
1852	103,712 92	57,356 94	160	15,435	6,980	6 71	14 85	3 71	8 21	358 00
1853	112,831 95	64,025 96	193	15,808	7,382	7 13	15 28	4 05	8 67	332 00
1854	115,689 22	86,151 78	222	16,809	8,141	6 28	14 21	5 12	10 58	388 00
1855	206,047 81	96,945 78	225	16,182	8,581	12 11	24 01	6 36	11 29	430 00
1856	181,777 44	98,821 75	222	16,673	8,803	10 90	20 64	5 92	11 21	445 00
1857	193,183 40	103,707 44	240	18,603	9,669	10 38	19 97	5 56	10 72	432 00
1858	203,616 81	133,284 54	252	17,999	10,546	11 31	19 30	7 40	12 63	528 00
1859	274,839 31	139,510 04	282	18,238	11,342	15 06	24 23	7 64	12 30	459 00
1860	230,834 14	147,437 45	317	20,892	12,537	11 04	18 41	7 05	11 76	465 00
1861	291 640 12	156,231 54	341	22,479	13,835	12 97	21 07	6 95	11 29	458 00
1862	212,294 46	146,703 50	348	22,520	14,624	24 39	35 53	13 21	19 34	818 00
1863	242,126 43	159,566 16	355	23,188	14,911	9 04	14 51	6 61	10 02	421 00
1864	279,750 00	186,271 06	373	23,518	14,963	10 44	16 23	6 88	10 70	449 00
1865	298,230 87	216,165 30	373	24,312	16,258	11 89	18 69	7 92	12 44	499 00
1866	322,050 58	240,798 26	384	24,898	16,835	12 29	18 34	8 89	13 29	579 00
1867	415,586 58	290,027 42	396	24,249	17,322	12 93	19 72	9 67	14 30	627 00
1868	504,059 21	311,435 96	418	26,352	18,476	17 13	23 99	11 96	16 74	732 00
1869	608,062 99	336,536 22	439	26,111	18,638	19 12	27 28	11 81	16 85	745 00
1870	680,054 06	368,312 33	450	27,875	19,140	23 28	32 62	12 88	18 05	766 00
1871	717 939 43	418,229 81	507	28,656	20,896	25 05	34 36	14 59	20 01	834 00
1872	746,027 03	419,713 18	510	27,617	20,048	27 01	37 21	15 19	20 93	822 00

School Expenses, Cincinnati, 1834 to 1912, Inclusive—Continued.

FISCAL YEAR ENDING IN	Total Expenses	Teachers' Salaries	Number teachers employed.	Number enrolled pupils......	Number pupils in av'ge daily attendance.....	Cost per pupil —total enrollment on total expenses.......	Cost per pupil —av'ge daily attendance on total expenses.	Cost per pupil —total enroll-m't on teachers' salaries...	Cost per pupil —av'ge daily attendance on teachers' sal's	Average annual salaries — all teachers included..........
1873	$757,561 22	$420,225 36	513	27,675	20,609	$27 37	$36 76	$15 18	$20 39	$819 00
1874	733,029 56	437,891 26	510	28,949	21,486	25 32	34 11	15 12	20 37	858 00
1875	650,676 02	471,834 11	545	28,999	21,929	22 43	29 67	16 27	21 51	865 00
1876	725,020 78	493,525 27	579	30,115	22,420	24 07	32 33	16 38	22 01	852 00
1877	660,933 66	519,307 71	587	31,370	24,073	21 06	27 45	16 55	21 15	884 00
1878	699,587 76	523,735 67	604	32,276	25,062	21 67	27 91	16 22	20 89	867 00
1879	741,274 40	530,596 62	633	32,568	25,083	22 76	29 55	16 29	21 16	838 00
1880	687,193 71	531,024 88	628	33,654	26,049	20 41	26 37	15 77	20 38	845 00
1881	672,278 05	543,294 43	650	33,770	26,244	19 90	25 61	16 08	20 70	835 00
1882	859,397 12	562,510 86	659	34,254	26,521	25 08	32 40	16 41	21 21	853 00
1883	769,309 25	569,936 76	680	34,388	27,049	22 37	28 44	16 57	21 07	838 00
1884	692,544 62	567,352 68	696	35,271	28,172	19 63	24 58	16 08	20 13	815 00
1885	762,954 44	575,595 15	706	35,436	28,082	21 50	27 16	16 24	20 43	815 00
1886	832,854 34	590,632 97	716	36,006	29,046	23 13	28 67	16 40	20 33	825 00
1887	846,171 03	603,976 40	734	36,466	28,762	23 69	29 41	16 56	21 00	824 00
1888	904,207 61	607,101 21	727	36,093	28,130	25 05	32 14	16 82	21 58	835 00
1889	926,642 76	613,697 81	747	36,636	28,949	25 47	32 23	16 75	21 18	821 00
1890	791,140 23	615,708 10	746	36,659	28,754	21 58	27 51	16 79	21 41	803 00
1891	705,187 41	615,147 94	766	36,990	29,099	19 06	24 23	16 63	21 13	803 00
1892	914,333 42	630,875 83	765	37,093	29,015	24 64	21 51	17 00	21 74	837 00
1893	986,312 76	641.288 41	760	37,648	29,634	26 19	33 28	17 03	21 64	843 00
1894	978,482 84	655,949 18	762	38,537	30,639	25 43	32 01	17 02	21 40	860 00
1895	975,433 51	679,358 28	822	39,903	31,926	24 44	30 55	17 02	21 28	827 00
1896	957,374 79	729,638 29	886	42,789	34,019	22 37	28 14	17 05	21 44	823 00
1897	1,161,721 99	761,698 34	916	43,458	35,237	26 73	32 96	17 52	21 61	831 00
1898	1,116,214 37	775,348 18	933	44,635	35,840	25 00	31 14	17 37	21 63	841 00
1899	1,004,930 02	795,860 57	995	44,792	35,992	22 43	27 92	17 24	21 45	827 00
1900	1,001,077 77	805,899 13	1,000	45,966	35,861	21 77	27 91	17 53	22 44	805 00
1901	1,064,047 57	800,167 62	969	44,285	35,554	24 02	29 93	18 06	29 90	805 00
1902	1,184,701 61	806,677 63	919	44,458	34,979	26 64	33 86	18 14	23 06	832 00
1903	1,051,882 19	801,032 65	956	43,884	34,842	23 97	30 16	18 25	22 99	871 00
1904	1,086,770 57	813,003 12	1,005	45,583	35,597	23 84	30 53	17 83	22 84	808 95
1905	1,155,524 71	824,040 80	1,004	44,227	35,779	26 13	32 30	18 63	23 03	820 75
1906	1,642,245 76	860,118 44	1,017	42,812	33,373	38 35	49 20	20 09	25 77	845 75
1907	1,962,761 55	910,518 15	1,069	44,018	33,589	44 59	58 43	20 68	27 11	851 75
1908	2.372,407 28	1,015,268 31	1,106	43,927	34,085	54 00	69 60	23 10	29 78	917 95
1909	3,098,513 24	1,130,533 20	1,168	46,466	35,692	66 68	86 81	24 33	31 67	967 90
1910	2,813,121 45	1,210,792 31	1,213	47,454	37,847	59 90	74 32	25 51	31 99	998 18
1911	2,782,236 32	1,286,510 72	1,302	48,486	36,494	57 38	76 21	26 53	35 25	988 10
1912	2,478,053 76	1,393,539 69	1,501	53,886	41,826	45 98	59 25	25 84	31 32	928 40

REPORT OF COMMITTEE ON FUNDS AND CLAIMS.

BUDGET FOR 1913.

CINCINNATI, O., June 3, 1912.

To the Board of Education:

GENTLEMEN—Your Committee on Funds and Claims begs to report that funds for the following purposes for the public schools of the district will be required for the year 1913, and recommends that the amounts be certified to the County Auditor as provided by law:

TUITION FUND.

Teachers, Elementary Schools	$1,027,000 00
" High Schools	263,000 00
" Special School	4,400 00
" Night Schools	40,580 00
" Vacation Schools	4,000 00
" Summer School	4,000 00
" Playgrounds and Gardens	13,500 00
" Manual Training	23,300 00
" Domestic Science	14,600 00
" Teachers College	13,000 00
" Kindergarten	49,500 00
" Continuation Schools	30,000 00
Superintendent of Schools and Assistant	9,700 00
Annexed Elementary Schools	28,000 00
Annexed High Schools	9,000 00
Social Centers	7,300 00
	$1,541,000 00

CONTINGENT FUND.

Janitors, Elementary Schools	$105,000 00
" High Schools	18,500 00
" Night Schools	2,500 00
Administration	38,300 00
Board of Examiners	1,200 00
Secretary Union Board of High Schools	600 00
New Text Books, Elementary	14,000 00
" " High Schools	5,000 00
Renovation of Text Books	5,000 00

Supplementary Reading	5,000 00
Manual Training, Elementary	5,500 00
“ “ High Schools	2,500 00
Continuation Schools	2,000 00
Domestic Science, Elementary	7,100 00
“ “ High Schools	1,800 00
Kindergartens	2,500 00
Apparatus, German	800 00
“ Drawing	3,000 00
“ Music	2,700 00
“ General	1,500 00
“ Hartwell and Pleasant Ridge	500 00
Hughes sundries	1,700 00
Woodward sundries	1,600 00
Walnut Hills sundries	800 00
Madisonville sundries	400 00
Lunch room supplies	2,000 00
Vacation School sundries	800 00
Night School sundries	1,000 00
Special School sundries	2,500 00
Stereopticon and slides	700 00
Furniture—Old buildings	10,000 00
“ New buildings	20,000 00
Supplies—Operating and lamps	4,000 00
“ Educational	4,500 00
Institute	500 00
Gymnasium—General	1,000 00
“ Athletic League	500 00
“ Interscholastic Association	200 00
“ Playgrounds	2,900 00
“ Fourteenth District, Guilford and Oakley	5,000 00
Light and power	20,000 00
Census	1,700 00
Advertising	600 00
School for the Blind	1,000 00
Commencement exercises	1,000 00
Fuel	30,000 00
Heating fixtures and Engineer's supplies	8,500 00
Printing	2,000 00
Rent	800 00
General repairs, transportation, sprinkling	70,000 00
Miscellaneous	10,000 00
School Teachers' Pension Fund	22,000 00
Contingencies	40,000 00
Heating apparatus for Raschig School	16,500 00
Carthage improvements	8,575 00
Raschig inside toilets	5,000 00
College Hill inside toilets, sanitary plumbing	5,000 00
Hyde Park electric lights	2,000 00
Sayler Park improvements	2,500 00
Riverside inside toilets and plumbing	3,500 00
Kirby Road parking	6,000 00
Whittier electric light	3,000 00
Sixth District showers	3,000 00
Automobile for Supt. of Schools and Business Manager	3,500 00
Fire protection	25,000 00
	$576,275 00

BONDS, INTEREST AND SINKING FUND.

SINKING FUND AND REDEMPTION.

Cincinnati	$38,545 00	
Madisonville	4,450 00	
Riverside	2,600 00	
Bond Hill	4,000 00	
Winton Place	5,000 00	
South Bend	700 00	
College Hill	500 00	
Carthage	500 00	
Sayler Park	500 00	
		$56,795 00

INTEREST.

Cincinnati	$125,235 00	
Proposed issues, 1912, $500,000	10,000 00	
Riverside	522 50	
Warsaw	550 00	
Bond Hill	720 00	
Winton Place	250 00	
South Bend	340 00	
College Hill	512 50	
Carthage	62 50	
Madisonville	6,860 00	
Sayler Park	170 00	
		$141,022 50
		$197,817 50

BUILDING FUND.

Sites and New Buildings	$525,000 00

SUMMARY.

Tuition Fund	$1,541,000 00
Contingent Fund	576,275 00
Building Fund	525,000 00
Bonds, Interest and Sinking Fund	197,817 50
	$2,840,092 50

ESTIMATED RECEIPTS.

Balance January 1, 1913	$221,113 47
State appropriation	160,000 00
Section 16	4,000 00
Deaf Mute School	4,500 00
Interest on deposit	36,000 00
Hughes and Woodward rentals	11,000 00
Foreign tuition	6,000 00
Examination fees	300 00
Miscellaneous	4,000 00
Local taxes	2,393,179 03
Total	$2,840,092 50

Respectfully submitted, EMIL POLLAK,
ANTON BERGER,
FRED E. WESSELMANN, *Committee.*

The estimated receipts from local taxes were reduced by the Budget Commission to $1,868,179.03.

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ANNUAL REPORT OF

THE SUPERINTENDENT OF SCHOOLS

1911-12

CINCINNATI, O., March 17, 1913.

The Honorable Board of Education, Cincinnati:

GENTLEMEN—In accordance with the regulation of the Board, I herewith submit the annual report of the work of the Cincinnati Public Schools for the year ending August 31, 1912. In view of the fact that it was impossible to prepare the report sooner, there are included in it many statements which show the present status of the system in the middle of the school year 1912-1913, but in general the report is for the past school year.

Change in Superintendent

The resignation of Superintendent F. B. Dyer, to accept the superintendency of the Boston Public Schools on September 1, 1912, and the election as his successor of Randall J. Condon, at that time Superintendent of Schools in Providence, R. I. who took office on January 1, 1913, has made it necessary for me to prepare this report. A press of duties occasioned by the situation just described has delayed the completion of the report until now.

ORGANIZATION OF THE CINCINNATI PUBLIC SCHOOL SYSTEM.

I. COLLEGE FOR TEACHERS (Organized 1905)

II. HIGH SCHOOLS: (Organized 1847)

- *A.* Academic Courses:
  - (*a*) General Course (Established 1847)
  - (*b*) Classical Course (Established 1847)
  - (*c*) Manual Training Course (Established 1906)
  - (*d*) Domestic Science Course (Established 1906)
- *B.* Technical Courses:
  - (*e*) Commercial Course (Established 1910)
  - (*f*) Boys' Co-Operative Course (Established 1910)
  - (*g*) Girls Co-Operative Course (Established 1910)
  - (*h*) Art Course (Established 1910)
  - (*i*) Music Course (Established 1910)

III. ELEMENTARY SCHOOLS:
  1. Regular Elementary Schools (Organized 1828)
  2. Special Elementary Schools:
    (*a*) Oral School for the Deaf (Organized 1888)
    (*b*) School for the Blind (Organized 1905)
    (*c*) Schools for Foreigners (Organized 1906)
    (*d*) Boys' Special School (Organized 1907)
    (*e*) Schools for Mental Defectives (Organized 1907)
    (*f*) Schools for Retarded Pupils (Organized 1908)
    (*g*) Continuation School for Apprentices (Organized 1909)
    (*h*) Schools for Exceptionally Bright Pupils (Organized 1910)
    (*i*) Elementary Industrial Schools (Organized 1911)
    (*j*) Compulsory Continuation Schools (Organized 1911)
    (*k*) Open-Air Schools (Organized 1912)
    (*l*) School for Stammerers (Organized 1912)
  3. Special Departments:
    (*a*) German (Organized 1840)
    (*b*) Penmanship (Organized 1841)
    (*c*) Music (Organized 1844)
    (*d*) Physical Training (Organized 1860)
    (*e*) Drawing (Organized 1864)
    (*f*) Manual Training (Organized 1905)
    (*g*) Domestic Science (Organized 1905)

IV. KINDERGARTENS (Organized 1905)

V. EVENING SCHOOLS (Organized 1840)
  1. Evening Elementary Schools (Organized 1840, for boys; organized 1855, for girls; discontinued 1883; re-organized 1892)
  2. Evening High Schools:
    (*a*) Academic (Organized 1856; discontinued 1883; re-organized 1904)
    (*b*) Commercial (Organized 1907)
  3. Evening Schools for Foreigners (Organized 1905)
  4. Evening Industrial Schools (Organized 1906)
  5. Evening Gymnastic Classes (Organized 1907)
  6. Evening School for Stammerers (Organized 1912)

VI. SUMMER SCHOOLS:
  1. Vacation Schools (Organized 1906)
  2. Summer Academic—Elementary and High (Organized 1908)
  3. Playgrounds (Organized 1909)
  4. Gardening (Organized 1912)

THE ORGANIZATION OF PUBLIC EDUCATION IN THE CITY OF CINCINNATI.

This involves an explanation of the various parts of the public school system outlined above, and of the University of Cincinnati, which is, to all intents and purposes, a part of the public educational system of the city, though not under the same immediate control as the public school system proper.

University of Cincinnati

The University of Cincinnati is a public institution organized in 1873, under an endowment of Charles McMicken. It is now maintained and controlled by the city of Cincinnati, and practically all of its cost of maintenance is secured by taxation. The government of the institution is vested in a Board of Directors, nine in number, appointed by the mayor of the city for terms of six years each. Tuition in the College of Liberal Arts is free to the residents of Cincinnati and to teachers in the schools. The University is of special value to the public schools because of its work in training teachers and because of the opportunity it affords for cultural and professional work on the part of our teachers. The cost of instruction of these normal students is met by the Board of Education, which appropriates approximately $10,000 a year for this purpose. The University also co-operates with the public schools, through affiliation with the Art Academy, in the training of students in the Normal Art Course, and with the Kindergarten Training School in the training of kindergartners.

College for Teachers

The College for Teachers was organized in 1905 by the Board of Education and the Board of University Directors jointly, for the purpose of training teachers for the Cincinnati Public Schools. It is under the immediate charge of a committee of four, composed of one member of the Board of Education, the Superintendent of Schools, one member of the University Board of Directors and the President of the University. A Dean, who is also Professor of the History and Principles of Education, a Professor of Secondary Education, Professor of Elementary Education, an Assistant Professor of Elementary Education and an Instructor in Elementary Education are provided at the expense of the Board of Education. The regular supervisors of special subjects in the public schools also give instruction under the College for Teachers.

Students are admitted to the work in the College for Teachers who have completed two years' regular work in the University, though most of the students take educational work in their senior year. Upon graduation, students receive the regular Bachelor Degree from the College of Liberal Arts and a teacher's diploma from the College for Teachers. Graduates of the College for Teachers are placed upon the first or preferred list for appointment. The Professor of Elementary Education has charge of the preparation of the appointment lists and of the supervision of all teachers who have been appointed under the merit system during the past six years.

The Professor of Secondary Education gives half of his time to purely university work, being Director of School Affiliation; half his salary, therefore, is paid by the University and half by the Board of Education. His duty in connection with the public schools is the inspection and ranking of all candidates for promotion to high school teaching positions, as well as of all candidates for promotions to assistant principalships or principalships. He also has charge of the supervision of high school instructors who are candidates for promotion to teacher's positions, and of all high school teachers in newly annexed high schools.

In June, 1912, twenty-nine persons received the teachers' diploma of the College for Teachers. All of these, with but few exceptions, are now regular teachers in the Cincinnati schools. During the year 1912, 68 per cent of all appointed from the first list were graduates of the University of Cincinnati and of the College for Teachers.

High Schools

The high schools are six in number, with an additional branch school of the first two grades. These have a total enrollment of 3,814. The high schools are controlled by the Union Board of High Schools, which consists of 14 members—7 elected by the Board of Education from its own membership, and 7 appointed to represent the Woodward and Hughes funds. This Board has no taxing power, but secures all its funds, with the exception of a small income from the Hughes and Woodward funds, from the Board of Education. The Union Board controls the educational department of the high schools, and makes recommendation to the Board of Education regarding expenditures. The Union Board has the same Clerk as the Board of Education, and the Superintendent of Schools has exactly the same relation to both boards, with the same authority over high schools as over elementary schools.

Elementary Schools

The elementary schools are under the control of the Board of Education. This Board consists of 29 members, 4 elected at large and one from each of 25 sub-districts, which are practically the same as the wards into which the city is divided. The term of office is four years. This Board determines the levy for school purposes, having final authority in this matter, subject to the revision of the Budget Commission. Under statute, the Board can not levy more than a certain maximum. The Board has final authority in making improvements in both elementary and high schools. There are 58 regular elementary schools, with 14 colonies. These are under 58 principals, with 995 teachers, and an enrollment of 33,221 pupils.

Special Elementary Schools

The special elementary schools consist of one Oral School for the Deaf, with 6 teachers and 30 pupils; one school for the Blind, with 2 teachers and 15 pupils; one school for Mental Defectives, with a principal, 6 teachers and 90 pupils, and two classes for Mental Defectives, each under one teacher, with 15 pupils in each case; one Boys' Special School, with a principal, 3 teachers and 70 pupils; one school for retarded pupils, with 8 teachers and 175 pupils, as well as two special classes, each with one teacher and 35 and 30 pupils respectively; two rapidly moving classes for exceptionally bright pupils, one class under a departmental program with 50 pupils, and the other under a single teacher, with an enrollment of 30 pupils; two open-air schools, one for anemic pupils and one for tuberculars, each with one teacher and 25 and 15 pupils respectively. There are also three open-window or low temperature rooms, in each of which are assembled anemic children, no class to exceed 30. Elementary industrial classes are conducted in four schools.

Kindergartens

There are 48 kindergartens in as many different schools, under 48 directors, with 20 assistants and 21 cadets, and an enrollment of 1,975 pupils.

Evening Schools

The evening schools include six elementary schools, with 22 teachers and 650 pupils; three high schools, with 64 teachers and 2,210 pupils; six industrial schools for men, with 16 teachers and 510 pupils; six industrial schools for women, with 37 teachers and 1,670 pupils; fifteen gymnastic classes, with 14 teachers and 1,590 pupils; a special class for stammerers, with 1 teacher and 15 pupils, and four schools for foreigners, with 15 teachers and 750 pupils.

Continuation Schools

Continuation Schools are: (a) Voluntary, including one school for machinist and printers' apprentices, with 3 teachers and 225 pupils; and 45 classes for homekeepers, with 50 teachers and 960 pupils. (b) Compulsory Continuation School for children between fourteen and sixteen years of age who are at work and who have not completed the eighth grade, with 70 teachers and 1,850 pupils.

All the above figures of enrollment are those of January, 1913.

ANNEXED TERRITORY.

The school districts of Fernbank, Hartwell, Oakley and Pleasand Ridge were, during the fall of 1912, annexed to the Cincinnati School District.

Fernbank

In Fernbank, which is a residential community, there exists a two-room elementary school, which has been made a colony of the Sayler Park School. It may be possible and desirable to transfer the older pupils to Sayler Park, but one teacher will have to remain at Fernbank with the younger children.

Hartwell

Hartwell has maintained a complete elementary school and a four-year high school, both of which will have to be continued. The building is even now crowded, and will probably be inadequate to serve the demands of the near future. The character of this section is like that of Fernbank.

Oakley

Oakley is a young and growing community. A new school building was occupied for the first time in the spring of 1912, and is already taxed to accommodate the pupils who are seeking admission. In this district, the school problem will be to develop a program of work which will appeal to the youth in such a way as to hold them in school and which will prepare them for their future in a vocational way. Here also is a splendid field for the wider use of the school plant for the entire community. Only the elementary grades have been maintained in the Oakley School, and there is now no necessity for a change in this particular.

Pleasant Ridge

Pleasant Ridge is a strictly residential community which has, in a new building, completed only three years ago, a four-year high school and a complete elementary school. The high school serves a large section beyond the limits of the district, these non-resident pupils attending at the expense of their local boards. The school should be maintained as it has been heretofore.

COST.

Valuation, Tax Levy

Budget

The tax valuation of property of the school district is now based upon a full or 100 per cent assessment and for the year 1912 amounted to $506,000,000. Upon this the Board of Education authorized a levy of 3.86 mills, which was reduced by the Budget Commission to 3.83 mills. The reduction was made to affect the provision made by the Board for the Building Fund, thus necessitating the issuing of bonds for buildings. For the year 1913 the tax duplicate was estimated at $535,000,000, upon which the Board authorized a levy of 4.4 mills, to produce $2,840,092.50. Again the Budget Commission reduced this levy, by eliminating the provisions for buildings and for insurance, to 3.48 mills. The following is a comparison of the budgets for the years 1911 (the last under the old law), 1912 and 1913:

Tuition Fund—	*1911*	*1912*	*1913*
High	215,000	233,500	263,000
Annexed	....	10,500	9,000
Elementary, including Kindergartens	1,049,000	1,030,000	1,118,800
Annexed	....	48,000	28,000
Evening	36,000	37,500	40,500
Continuation	5,000	25,000	30,000
Summer	20,500	20,000	21,500
All others	48,500	51,500	30,200
Totals	$1,374,000	$1,456,000	$1,541,000
Contingent Fund	482,760	521,200	551,275
Building Fund	450,000	....	....
Bonds, Interest and Sinking Fund	141,320	179,835	197,817
Grand Totals	$2,448,080	$2,157,035	$2,290,092
Levy	8.82 mills	3.83 mills	3.48 mills

PER CAPITA COST OF INSTRUCTION.

The following comparative tables show the cost of instructon in the various kinds of schools for the past ten years:

TABLE I.

PER CAPITA COST OF INSTRUCTION IN REGULAR DAY ELEMENTARY SCHOOLS.

YEAR	*Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase Per Capita Over Preceding Year	Per cent Increase Over Preceding Year
1902–03	$696,055	33,957	$20 49	....	....
1903–04	683,918	33,472	20 43	$0 06	....
1904–05	706,782	32,454	21 77	1 34	6.5
1905–06	733,227	33,085	22 15	38	1.7
1906–07	775,961	31,928	24 30	2 15	9.7
1907–08	860,991	31,668	27 18†	2 88	11.4
1908–09	954,972	31,996	29 87	2 69	9.8
1909–10	1,009,705	31,721	31 83	1 96	6.6
1910–11	1,016,805	31,861	31 91	08	0.3
1911–12	1,072,530	33,736	31 79	— 12	— 0.4

*Cost of instruction for Regular Day Elementary Schools does not include amount paid Superintendent and Assistant Superintendent, or for College for Teachers, but includes all special departments and special schools.

†A new salary schedule, with increases in each position, went into effect during the school year 1907-08.

The decrease in the per capita cost for the year 1911-12 is probably due to the increased enrollment and to the careful efforts of the Superintendent to reduce additions to the teaching staff to a minimum.

TABLE II.

PER CAPITA COST OF INSTRUCTION IN REGULAR DAY HIGH SCHOOLS.

YEAR	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase Per Capita Over Preceding Year	Per cent Increase Over Preceding Year
1902–03	$98,218	2,141	$45 87	$5 21	0.5
1903–04	101,051	2,032	49 73	3 86	8.4
1904–05	104,293	1,893	55 09	5 36	10.7
1905–06	107,244	1,852	57 90	2 81	5.1
1906–07	108,578	1,761	61 65	3 75	6.4
1907–08	117,573	1,987	59 17*	1 48	2.3
1908–09	133,641	2,272	58 82	35	0.5
1909–10	152,871	2,403	63 61	4 79	8.1
1910–11	199,980	2,856	70 02	6 41	10.0
1911–12	223,767	3,252	68 80	1 22	1.7

*A new salary schedule, with increases in each position, went into effect during the school year 1907-08.

The decrease in per capita cost for 1911-12 is probably due to the greatly increased number belonging, there being a gain of 13 per cent in this respect.

Table III.

Per Capita Cost of Instruction in Night Schools.

YEAR	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase Per Capita Over Preceding Year	Per cent Increase Over Preceding Year
1902–03	$6,758	1,401	$4 82	$0 25	0.2
1903–04	8,033	1,490	5 38	56	11.2
1904–05	8,321	1,462	5 69	31	5.7
1905–06	11,897	1,424	8 35	2 66	46.7
1906–07	13,695	1,506	9 09	74	8.8
1907–08	17,542	1,986	8 83	26	2.8
1908–09	24,201	3,167	7 64	1 19	13.4
1909–10	29,165	3,723	7 83	19	2.4
1910–11	34,074	3,818	8 92	1 09	13.9
1911–12	40,976	4,829	8 48	44	4.9

The decrease in the per capita cost for 1911-12 is no doubt the result of the greatly enlarged attendance.

Table IV.

Per Capita Cost of Instruction in Vacation Schools.

YEAR	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase Per Capita Over Preceding Year	Per cent Increase Over Preceding Year
1907	$1,315	633	$2 07	....	....
1908	2,279	1,681	1 35	$0 72	34.7
1909	3,425	2,254	1 51	16	11.8
1910	4,012	1,557	2 57	1 06	70.2
1911	3,913	1,210	3 23	66	25.7
1912	3,934	1,650	2 38	85	26.3

Table V.

Per Capita Cost of Instruction in Summer Academic School.

YEAR	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase Per Capita Over Preceding Year	Per cent Increase Over Preceding Year
1908	$1,260	372	$3 38	....	....
1909	2,380	511	4 65	$1 27	37.5
1910	2,472	592	4 17	48	10.3
1911	3,306	785	4 21	04	....
1912	4,628	1,151	4 00	21	4.9

TABLE VI.

PER CAPITA COST OF INSTRUCTION IN PLAYGROUNDS.

YEAR	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase Per Capita Over Preceding Year	Per cent Increase Over Preceding Year
1909	$1,680	1,623	$1 03	....	....
1910	4,660	2,040	2 28	$1 25	121.3
1911	8,257	2,248	3 67	1 39	60.9
1912	8,898	2,205	4.03	36	9.8

TABLE VII.

PER CAPITA COST OF INSTRUCTION IN CONTINUATION SCHOOLS.

YEAR	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase Per Capita Over Preceding Year	Per cent Increase Over Preceding Year
1910	$2,293	186	$12 32	....	....
1911	4,107	200	20 50	$8 18	66.5
1912	19,962	2,294	8 70	11 80	59.5

BUILDINGS.

Sands School

One new building has been completed and occupied during the past year, the magnificent structure named in honor of former Principal George F. Sands. This building, occupied for the first time on January 2, 1913, now houses the former Fourteenth District School and the former Fourth Intermediate School. It is a twenty-four class room building, and its elaborate equipment offers an excellent opportunity for a large community work. This is the first elementary building in this city to contain a plunge, there being one for girls and one for boys. There are also, for the first time in a Cincinnati building, roof playgrounds for boys and for girls.

On May 18, 1912, the splendid new Winton Place School was dedicated with appropriated exercises.

Guilford

The new Guilford School is expected to be ready for occupancy in September, 1913. This is a most imposing structure, with fourteen class rooms and a complete equipment adapted to the work of the regular school as well as to the general needs of the community. In this building are provided extensive facilities for a dental clinic. There is also large open space on the roof in which classes can work. When the new Guilford building is occupied, it should be possible to readjust the down-town districts, and to provide for a considerable part of the present Fifth District School in the new house. The advantages of the new Guilford should be extended as far as possible.

Fifteenth District

Northwest

There is now under construction a new twenty-four class room building for the Fifteenth District School. Plans are nearly completed for a very large structure for the northwest section of the basin of the city. This school will contain thirty-two class rooms, and the most elaborate equipment for industrial work for boys and girls yet installed in this city. It will afford a magnificent opportunity to the youth of this portion of the city.

Downtown

The most pressing down-town situation is that part of the basin now included in the districts of Jackson, Sherman, Fifth and Twelfth Districts. These four buildings are old and without the advantages of modern equipment. A study of the field, based upon a survey of the school population, is now being made. It is possible that the solution of this problem will be a new building on the present site of Sherman School, one new building to replace the Jackson and Twelfth District, located probably between the two present sites, and a new building located probably on the present Jackson and old Hughes sites, for colored children. A structure with an equipment similar to that provided in Douglass School will enable us to do a splendid work for these children. If the response is at all like that to the efforts of the Board and school staff at Douglass, the expenditure will be more than justified. With this construction, practically every need of the basin of the city will have been met, with the single possible exception of additional facilities at Raschig.

Suburban

Of the suburban schools, Warsaw and Hoffman are in most urgent need of attention. It is probable that some attention will have to be given to Hartwell and Oakley before long.

High School on East Hill

There is pressing need of additional high school accommodations on the East Hill, which the Board has already taken steps toward providing. Hughes has been compelled to find room for more than its proper capacity, and Woodward is almost at the point of being crowded. If the increase in high school attendance continues as for several years past, we shall be at serious difficulty to care for all who come. The demand of the youth of Cincinnati for high school training will not be denied by the Board. Because we rejoice in this awakening of the value of high school education, we will make provision for all.

Janitorial Service

There has been continued the same general efficiency of the janitorial service, under the direction of the Business Manager and the Chief Janitor. The Cincinnati school buildings are very well kept, and a loyalty to the work is shown by the janitors which is highly to be commended.

TEACHERS.

Merit System

During the year 1912, there were the following appointments of new teachers: Elementary, 52; High, 16; German, 13; Domestic Science, 6; Manual Training, 5; Drawing, 3; Physical Training, 4; Kindergarten, 7. The elementary and kindergarten teachers were all appointed from merit lists, invariably in order of rank. Since June, 1912, all appointments, whether to regular English or German positions, or in the special departments, have been from merit lists. These lists are made at least twice a year, as a result of actual observation of the candidate at work, by the critic teacher of the College for Teachers, assisted by one or both of his assistants, and, in the case of a candidate in a special department by the supervisor of the department. The rank is determined by an average of the college record, the average of the certificate marks and the practice teaching mark; in the case of non-college graduates, by an average of the latter two marks. This system, honestly and efficiently administered, as there is every reason to believe it has been in this city, is certain to secure well-trained, highly-competent and professionally-minded teachers. The general comment of expert visitors to our schools is that such is the character of our teaching corps, and that the work done in our class rooms is of the highest order.

Retention, Promotion

The merit system of appointment must be supplemented by a merit system of retention, based upon satisfactory evidence of continuing efficiency. It must be further supplemented by a strictly merit system of promotion. This already exists, rather completely, with reference to the promotion of elementary teachers to high school positions, but is not fully worked out with regard to promotions to the various administrative positions. Certain professional qualifications must be demanded of those appointed as principals or assistants, as well as the requisite number of years' experience.

College Graduates

Of the 52 elementary teachers appointed in 1912, 34 were college graduates on the first list, 13 non-college graduates on the second list, and 5 former teachers who were re-appointed; of the 34 on the preferred or first list, 21, or 62 per cent, were graduates of the University of Cincinnati and our own College for Teachers. It is interesting to note what part of the year's appointees came from our own university during the past your years: 1909, 50 per cent; 1910, 70 per cent; 1911, 87 per cent; 1912, 62 per cent.

High Schools

Of the 16 teachers appointed to the high schools during the year, 8 are academic teachers, all of whom were promoted from grade positions; 3 are Commercial teachers, 2 are Manual Training teachers, and 3 are Domestic Science teachers. All these new appointees rank as instructors, with a maximum salary schedule of $1,800 for men, and $1,300 for women.

Instructors

This present school year 15 instructors, 7 men and 8 women, reach the maximum salary of instructors. It seems advisable and opportune, therefore, to consider the status of the instructor, and his or her relation to the teacher. Both do the same kind and same amount of work, but with a maximum difference of $500 in salary. The creation of the position of instructor was made necessary by the sudden very large increase in high school enrollment several years ago. It probably will be best to retain this term and the rank for which it stands, in order that all new appointees may be placed in it. But it is certainly well to determine how promotions of instructors may be made, in order that they may be eligible to the rank and emolument of the teacher. Educational qualifications and a specified length of experience should be perequisite, together with other conditions as they may be formulated. This matter is now under consideration by the high school teachers, as well as by the Superintendent.

The number of teachers now employed in the respective high schools is as follows:

SCHOOL	Academic	Manual Training	Domestic Science	Commercial	Art	Music	Gymnasium	Librarians	Secretaries	Principals	Totals
Hartwell	3	1	1	......	......	......	......	......	......	1	6
Hughes	42	6	4	4½	2	1½	4	1	1	1	67
Madisonville	7	1	1	......	......	......	......	......	......	1	10
Pleasant Ridge	4	......	......	......	......	......	......	......	......	1	5
Walnut Hills	21	......	2	......	1	......	1	......	1	1	27
Woodward	38	4	6	4½	2	½	4	1	1	1	60
Totals	115	12	14	9	5	2	9	2	3	6	175

Of these 37 are males in full teaching positions, receiving from $1,500 to $2,300; 35 are females, receiving from $1,000 to $1,800; a total of 72 teachers. Of the 104 instructors or assistants, 48 are male, receiving from $750 to $1,800, and 56 female, receiving from $750 to $1,300.

The professional work of the teachers during the school year

Professional Work

1911-12, was largely a study and discussion of the course of study in English and arithmetic. The basis of discussion was in each case a syllabus prepared by teachers and principals, and formulated in the superintendent's office. Upon the discussion, each school submitted a writen report, including in many cases suggestions of very great value in the revision of the course of study.

A large number of teachers pursued other work also, there being 485 who took work at the University of Cincinnati or a similar institution, 268 who read the Ohio Teachers' Reading Circle course, and 553 who did other work for which credit is given, making in all a total of 1,306. This compares with 1907, 1,435 courses; 1908, 1,310 courses; 1909, 1,268 courses; 1910, 1,090 courses; 1911, 1,099 courses.

Principals Association

The various professional organizations of teachers have continued their excellent work. The Principals Association is making a study, during the present school year, of "Standards of Economic Efficiency, as Applied to Public Schools," including application to business administration, the department of superintendence, the principal, the class teacher, the course of study and school legislation. This discussion will be of great value to the schools.

German Organizations

The German Assistants' Association has met monthly for the consideration of professional matters, and the German Teachers' Association is both social and professional in character.

Schoolmasters Club

The Schoolmasters Club is devoting this year to such topics as: Ways and Means of Developing Initiative and Originality Among Teachers; Standards of Economic Efficiency as Applied to the Public School; Significant Educational Movements of the Year, Including *(a)* Industrial Education in the Elementary Schools, *(b)* Continuation School Work, *(c)* School Gardening, *(d)* Vocational Guidance, *(c)* Social Center Work; The Division of the Twelve School Years into Two Periods of Six Years Each; The Development of Sane Social Habits on the Part of the Children; Tests of Efficiency in English.

Women Teachers' Association

The Women Teachers' Association has brought to the city to address us such leaders as Miss Florence Marshall, Principal of the Manhattan Trade School for Girls. Its meetings attract large numbers of the women teachers.

Professional Spirit

All these organizations are of inestimable value in securing a true professional feeling on the part of the teachers. From such influences the individual teacher returns to the regular work of the classroom, enlarged and strengthened in spirit, to become anew to the pupils a source of inspiration and permanent influence. The great body of our teachers is animated by a spirit of freedom which leads to the attacking of each one's problem with an independence and initiative that is noted by visitors to our schools. Such an attitude toward the work is one of the most valuable assets of a school system.

Institute

The annual teachers' institute, held at the opening of the school year, the first week in September, was addressed by Dr. Arthur Holmes, of the University of Pennsylvania; Dr. Louis Grossmann, of Cincinnati; Dr. Henry S. West, of the University of Cincinnati, and by various representatives of the Board of Health. Later in the fall the teachers were addressed by Meyer Bloomfield, of the Boston Vocation Bureau, and by Prof. George H. Mead, of the University of Chicago.

Pensions

The Board of Pension Trustees has continued to administer its trust in a highly efficient manner. All teachers appointed since January 1, 1912, are by law required to become subscribers to the fund. The report for the year ending August 31, 1912, is as follows:

Balance September 1, 1911		$23,852 75
RECEIPTS.		
Deduction from salaries of teachers	$20,406 00	
Deductions from pensions	828 00	
Deductions on account of absence	4,562 28	
Local taxes	19,000 00	
Assessments paid in full	4,081 20	
Interest on bonds	4,379 50	
Interest on deposit	431 00	
Sale of bonds	34,166 99	
Redemption of matured bonds	3,500 00	
Refunded by Ella Thompson	18 00	
Refunded by Mayer, Walter & Co	250 00—	91,622 97
Total		$115,475 72
DISBURSEMENTS.		
Pensions paid	$52,002 50	
Administration	450 00	
Refunded to teachers	1,635 60	
Premium on bond of treasurer	125 00	
Printing checks, Annual Reports	33 00	
Ledger and cash book	14 50	
Rent of safe deposit box	5 00	
Purchase of bonds	43,024 64—	97,290 24
Balance August 31, 1912		$18,185 48

Annuity and Aid

The Teachers' Annuity and Aid Association is a voluntary association with 434 members, who pay annual dues of $10. There are 102 annuitants, each of whom has received $70.12 annuity. This association has accumulated a permanent fund of $73,000.

German Relief

The German Teachers' Relief Association, established in 1878, pays sick benefits of 1 per cent of the salary per week and $100 death benefits. It has 250 members and a permanent fund of $7,000.

Examiners

The Board of Examiners has conducted three examinations, in September, December and June. There were 964 applications for examination—143 men and 821 women. The following certificates were granted:

Number of Certificates Granted	Elementary		High School		Special	
	Men	Women	Men	Women	Men	Women
For 8 years	1				1	
For 5 years	2	132	5	14	14	42
For 3 years	10	50	4	4	14	33
For 2 years	6	163	10	19	14	112
For 1 year	14	46	2	4	30	163
Temporary		1				
Failed	7	21	4	2	5	15
Totals	40	413	25	43	78	365

PUPILS.

Attendance

During the school year 1911-12 there was an increase, in the average number belonging, of 491 in the elementary grades and 396 in high school, a total gain of 887 in all. Of the elementary increase, 152 was in the Eighth Grade (8.6 per cent), 148 in Seventh Grade (6 per cent), and 442 in Sixth Grade (14.8 per cent), or a total in intermediate grades of 742, which is 10.2 per cent increase over the total attendance in these grades during the year 1910-11. This increase is in marked contrast with the preceding year's gain of only 35 in the Eighth Grade (1.9 per cent), a loss of 104 in Seventh Grade (4.3 per cent), and a loss of 7 in Sixth Grade (.2 per cent), or a total loss of 76 (1 per cent), in all three intermediate grades.

Reason for Increase

The largest factor in securing this marked increase is undoubtedly the compulsory continuation school attendance required of all who do not complete the Eighth Grade before going to work. So great a gain is noteworthy. It should result in the school becoming intrinsically more valuable to those who thus continue, which would involve the expansion and differentiation of the school work.

Truancy Department

During the past year there has been a reorganization of the Truancy Department, which has been placed immediately under the direction of the Superintendent of Schools. A new system of card records, intended to simplify and expedite the work, has been devised and installed, with the co-operation of the Bureau of Municipal

Research. The assistant truant officers have been assigned definite centers at convenient schools, where they maintain office hours daily and to which principals mail notices. A report is mailed to the principal as to the disposition of each case referred to the truant officer. Cumulative records are kept, which make readily available all information needed at any time.

Merit System

The Board has placed the nomination of assistant truant officers in the hands of the Superintendent of schools, and has expressed itself as favoring a merit system of appointment. In accordance with this action, a vacancy which occurred in the fall of 1912 was filled by the election of a nominee who had been examined by the Civil Service Commission, and who was certified to the Superintendent as the first on the list.

Summer Work

During the summer of 1912 the truant officers were used in verifying enumeration of youth of school age in certain downtown wards. Lists of children were prepared on cards by schools and used at the opening of the term in securing the prompt enrollment of all who thus were found living in the various school districts.

Age and Grade Report

The age and grade enrollment for the year ending in June, 1912, is shown by Table VIII, and is accompanied by Table IX, which exhibits causes of retardation in certain grades.

TABLE VIII.

NUMBER ENROLLED AT EACH AGE IN EACH GRADE, JUNE, 1912.

NOTE.—The number considered in this report is the net enrollment, found by deducting from the total enrollment the number of pupils who, on account of removals, were enrolled more than once. Day schools only.

Born in	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	1891	Totals
Age in June	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
K.Garten	2	**2345**	**309**	13	2	1	3	2	1	....	....	....	....	....	....	....	....	2,678
Grade 1..	....	261	**3535**	**1916**	592	202	96	42	21	15	15	5	....	....	....	....	....	6,700
" 2..	....	....	116	**1986**	**1745**	851	306	118	51	23	16	4	1	....	....	....	....	5,217
" 3..	....	....	....	147	**1630**	**1651**	930	503	220	125	48	14	2	....	....	....	....	5,240
" 4..	....	....	....	15	175	**1325**	**1403**	1004	584	319	169	55	9	1	....	....	....	5,059
" 5..	....	....	....	....	4	153	**975**	**1323**	977	782	371	143	25	3	....	....	....	4,756
" 6..	....	....	....	....	....	5	131	**927**	**1133**	973	543	185	28	3	1	....	....	3,929
" 7..	....	....	....	....	....	....	11	122	**823**	**1125**	682	251	36	7	....	....	....	3,057
" 8..	....	....	....	....	....	....	....	6	114	**767**	**818**	439	96	28	3	2	....	2,273
" 9..	....	....	....	....	....	....	....	....	6	117	**537**	**546**	255	47	10	3	2	1,573
" 10..	....	....	....	....	....	....	....	....	....	2	81	**399**	**360**	129	56	9	1	1,037
" 11..	....	....	....	....	....	....	....	....	....	1	7	85	**236**	**173**	73	19	2	596
" 12..	....	....	....	....	....	....	....	....	....	....	....	23	123	**181**	**109**	26	1	463
Totals by ages	2	2606	3900	4077	4118	4188	3855	4047	3930	4249	3337	2149	1171	572	252	59	6	42,578

Heavy type indicates number of normal age for grade.

TABLE IX.

RETARDED PUPILS.

	Number Two Years Over Age	Number Three or More Years Over Age	Some Causes of Retardation			
			Illness	Irregular Attendance	Physical Defects	Mental Defects
Third grade......	621	418	164	376	56	186
Fourth grade.....	617	561	271	494	72	247
Fifth grade.......	714	497	292	454	107	209
Sixth grade.......	567	231	153	314	70	132
Totals...........	2,519	1,707	880	1,638	305	774

NOTE.—Children born in 1902 are normal in Grade 3; in 1901, normal in Grade 4, etc.

WORK CERTIFICATES.

The Child Labor Bureau, organized with the joint co-operation of the Schmidlapp Fund and the Child Labor Committee, has continued its work of issuing certificates and studying the working child. The report for the year ending August 31, 1912 is as follows.

Certificates Issued

There were 2,366 certificates issued during the year. Of these 1,996, or 84.4 per cent were to children from the schools of the city, and 370, or 15.6 per cent, from schools outside of the city. The public schools furnished 1,363, or 57.6 per cent of the total number, and the parochial schools 1,003, or 42.4 per cent. The total number of boys was 1,249, or 52.8 per cent, and the total number of girls, 1,117, or 47.2 per cent. Of the total number 1,721, or 72.7 per cent, took out a certificate before the fifteenth birthday, and 645, or 27.3 per cent. between the fifteenth and sixteenth birthdays. Just the same per cent of boys as of girls went to work at fourteen years. Of the 1,249 boys, 909 or 72.8 per cent, went to work before the fifteenth birthday, and 1,340, or 27.2 per cent, after the fifteenth birthday. Of the 1,117 girls, 812, or 72.7 per cent, went to work before the fifteenth birthday, and 305, or 27.3 per cent, after the fifteenth birthday. Of the 1,363 public school children, 901, or 66.1 per cent, were fourteen years of age, and 462, or 33.9 per cent, were fifteen years. Of the 1,003 church school children, 820, or 81.7 per cent, were fourteen years of age, and 183, or 18.3 per cent, were fifteen years. These statistics are shown in Tables X, XI and XII.

TABLE X.

TOTAL NUMBER WORK CERTIFICATES ISSUED, SEPTEMBER 1, 1911, TO AUGUST 31, 1912.

	Cincinnati										Outside of Cincinnati										Grand Total
	Public					Parochial					Public					Parochial					
	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total	
Age	14	15	14	15		14	15	14	15		14	15	14	15		14	15	14	15		
Sept.	85	33	62	18	198	62	17	49	10	138	5	5	13	9	32	3	6	14	2	25	393
Oct.	47	19	37	20	123	40	5	38	8	91	3	3	7	2	15	5	1	17	4	27	256
Nov.	28	16	29	15	88	29	4	29	7	69	3	3	4	6	16	3	2	8	...	13	186
Dec.	15	6	13	7	41	14	4	18	2	38	1	2	3	6	12	4	...	3	1	8	99
Jan.	24	10	19	7	60	33	3	23	5	64	5	3	3	1	12	2	...	5	...	7	143
Feb.	19	11	20	13	63	22	7	29	9	67	1	7	3	2	13	2	1	2	3	8	151
Mar.	25	16	24	9	74	18	8	19	4	49	2	1	4	3	10	2	2	5	...	9	142
Apr.	30	16	16	14	76	24	1	16	5	46	5	4	2	...	11	6	2	3	3	14	147
May	24	18	18	10	70	28	2	15	4	49	7	1	3	3	14	2	3	6	3	14	147
June	70	31	27	24	152	39	7	38	5	89	17	5	14	3	39	3	3	7	1	14	294
July	46	20	37	22	125	24	2	35	7	68	6	2	3	3	14	3	4	4	2	13	220
Aug.	32	12	32	15	91	30	7	24	6	67	4	4	4	2	14	7	1	8	...	16	188
Total	445	208	334	174	1,161	363	67	333	72	835	59	40	63	40	202	42	25	82	19	168	2,366

TABLE XI.

WORK CERTIFICATES ISSUED TO PUBLIC SCHOOL CHILDREN, BY GRADE, AGE AND SEX.

	Grade 5				Grade 6				Grade 7				Grade 8				Grades 9, 10				Total
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		
Age	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	
September	38	14	18	2	23	12	21	8	21	5	19	10	7	6	16	5	1	1	1	2	230
October	12	9	5	6	12	2	19	7	15	9	11	6	11	2	9	3	...	...	...	...	138
November	9	9	11	5	8	...	11	1	12	4	8	6	2	3	3	7	...	3	...	2	104
December	8	1	6	2	5	1	3	1	2	3	5	6	1	3	2	3	...	...	...	1	53
January	13	3	5	2	9	3	12	4	4	7	4	1	2	...	1	1	1	...	...	...	72
February	7	6	11	5	4	7	5	2	6	3	4	7	3	2	2	...	...	...	1	1	76
March	9	8	11	4	10	6	10	4	4	2	2	2	4	...	5	2	...	1	...	...	84
April	13	9	5	5	15	7	7	3	6	3	4	5	1	1	2	1	...	...	...	...	87
May	6	8	4	3	19	7	12	3	3	4	2	2	2	...	3	5	1	...	...	...	84
June	21	13	6	10	24	8	16	4	19	4	10	5	20	8	8	6	3	3	1	2	191
July	20	7	16	9	10	4	7	3	12	4	7	1	7	5	10	8	3	2	...	4	139
August	6	4	16	5	8	6	12	2	8	4	3	2	13	1	5	5	1	1	...	3	105
Totals	162	91	114	58	147	63	135	42	112	52	79	53	73	31	66	46	10	11	3	15	1,363

TABLE XII.

WORK CERTIFICATES ISSUED TO PAROCHIAL SCHOOL CHILDREN, BY GRADE, AGE AND SEX.

	Grade 5				Grade 6				Grade 7				Grade 8				Grades 9, 10				Total
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		
Age	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	
September	13	5	8	2	12	5	21	1	23	5	17	6	17	6	15	3	...	2	2	...	163
October	12	2	15	2	16	1	11	1	13	2	22	6	4	1	7	3	...	...	...	...	118
November	5	...	5	...	14	1	12	3	7	2	14	2	6	3	6	2	...	...	...	...	82
December	7	...	3	1	4	1	7	...	4	...	9	...	3	2	2	1	...	1	...	1	46
January	13	1	4	1	11	...	6	1	5	1	10	2	6	1	7	1	...	...	1	...	71
February	5	4	8	1	8	2	8	3	5	1	12	3	6	...	3	5	...	1	...	...	75
March	3	3	3	...	6	3	6	...	8	3	9	3	3	1	6	1	...	...	...	...	58
April	1	1	6	2	11	...	6	1	12	...	3	2	6	2	4	3	...	...	...	...	60
May	11	...	3	2	6	...	8	1	6	1	5	1	7	3	5	3	...	1	...	...	63
June	9	3	14	1	5	1	13	...	14	2	10	3	11	3	8	2	3	1	...	...	103
July	5	1	4	1	7	2	6	...	5	...	16	4	10	3	12	3	...	...	1	1	81
August	9	1	7	1	6	1	9	...	9	2	6	1	12	4	8	4	1	...	2	...	83
Totals	93	21	80	14	1 6	17	113	11	111	19	133	33	91	29	83	31	4	6	6	2	1,003

TABLE XIII.

WORK CERTIFICATES ISSUED BY GRADE AND AGE.

	Public Schools						Parochial Schools						Total Number	Per cent
	Boys		Girls		Total	Per cent	Boys		Girls		Total	Per cent		
Age	14	15	14	15			14	15	14	15				
Grade 5	162	91	114	58	425	31.2	93	21	80	14	208	20.8	633	26.7
Grade 6	147	63	135	42	387	28.4	106	17	113	11	247	24.6	634	26.8
Grade 7	112	52	79	53	296	21.7	111	19	133	33	296	29.5	592	25.1
Grade 8	73	31	66	46	216	15.8	91	29	83	31	234	23.3	450	19.0
Grades 9 and 10	10	11	3	15	39	2.9	4	6	6	2	18	1.8	57	2.4
Totals	504	248	397	214	1,363	100.0	405	92	415	91	1,003	100.0	2,366	100.0

Grade

The facts with regard to grade can be best seen in Table XIII. If one takes only the totals for both types of schools, it appears that approximately equal per cents come from the Fifth, Sixth, and Seventh Grades, as in previous years. The Sixth Grade has furnished the largest number in most years. But the same analysis carried into the types of schools shows that these constant per cents for the three grades are the result of opposed and compensating tendencies in the two types of schools. In the public school the largest number leave from the Fifth Grade, and the numbers from successive grades decrease steadily. In the church schools the smallest number come from the Fifth Grade, the numbers increase to the Seventh Grade, and drop again to the Eighth. In spite, then, of the fact that the children from the parochial schools are younger than those from the public, there are many more of them in the higher grades. Although the church school furnishes a somewhat smaller number of children than the public schools (1,003 as against 1,363), their enrollment is far smaller than that of the public schools. No information is available as to the parochial school enrollment, but it is certain that a far larger percentage of their total enrollment is leaving to go to work than in the case of the public schools. It is possible, therefore, that while the public school sends chiefly its most retarded children, the parochial school sends a more average set.

Occupations

The facts with regard to the occupations into which these children entered are presented in Table XIV. Over one hundred occupations are represented by the term miscellaneous, but in none of these are there found more than one per cent of the children.

Table XIV.

Occupations of Children Granted Work Certificates.

	Boys		Girls		Total	Per cent
Age...	14	15	14	15		
Wrapper, department store	14	12	26	19	71	3.0
Cash, department store	5	2	55	14	76	3.2
Messenger, inside	78	17	51	12	158	6.7
Stock, department store	11	2	10	5	28	1.2
Sales and sewing	3	4	18	8	33	1.4
Errands	287	87	26	7	407	17.2
Telephoning and sewing	7	4	153	43	207	8.7
Shoe factory	167	74	149	59	449	19.0
Telegraph messenger	85	38	......	......	123	5.2
Office work	21	16	9	1	47	1.9
Paper boxes and goods	6	3	67	16	92	3.9
Candy factory	3	1	23	9	36	1.5
Working for parents	24	9	84	42	159	6.8
Working in private family	......	......	14	11	25	1.1
Miscellaneous	198	71	127	59	455	19.2
Totals	909	340	812	305	2,366	100.0

Wages

With regard to wages we have some interesting new statistics, but they are not based upon the year of this report exclusively. Table XV shows the number of children who went to work at the wages indicated in successive jobs, up to five. There were so few children who had held more than five jobs that the results were not significant. The most interesting points about the table are, first, that the girls receive lower wages than the boys from the start. The average difference is about seventy-five cents a week. Second, the wages increase with changes of position, a fact which furnishes some justification for the changes. It may still be true that the jobs which hold out the best permanent prospects are the poorest paid for the first few years, but the fact that the children do better themselves in the early years by mere changes of position makes one judge their roving disposition less harshly.

TABLE XV.

WAGES OF CHILDREN HOLDING WORK CERTIFICATES.

	Position I				Position II				Position III				Position IV				Position V			
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Less than $3.00	85	12	317	55	27	7	150	40	1	0.5	46	36	1	1.5	16	35	1	2	11	31.0
$3.00 to $4.00....	347	51	198	34	206	49	174	46	72	47.5	63	49	31	46.5	20	45	13	30	17	49.0
$4.00 to $5.00....	193	28	49	8	133	32	42	11	60	40.0	17	13	27	40.0	9	18	18	42	4	11.5
$5.00 and over..	62	9	15	3	50	12	13	3	19	12.0	3	2	8	12.0	1	2	11	26	3	85.0
Totals........	687	100	579	100	416	100	379	100	152	100.0	129	100	67	100.0	46	100	43	100	35	100.0
Had not asked	340	...	461	...	106	...	130	...	35	.....	50	...	7	.....	19	...	3	...	4	.....

	Position I	Position II	Position III	Position IV	Position V
Boys	1,027	522	187	74	46
Girls	1,040	509	179	65	39
Totals.	2,067	1,031	386	139	85

Child Labor Law

The office has made progress in enforcing the Child Labor law. The co-operation with the truant officers and the Factory Inspector is far more satisfactorily organized than last year. A volunteer worker has spent some time in verifying employment records, and a great many have been verified in connection with the research work. Although exact statistics for that part of the work are not available, it is certain that only a very small per cent of the children have been lost sight of by having certificates returned to them instead of to the office, or by going to work in a second position without a certificate.

Certificates Mailed

Since the close of the year of this report, there has been a change in the method of issuing certificates, which will aid materially in the enforcement of the law. Certificates are now mailed directly to the employer, instead of being given to the children to take to the employers. An employer who receives a certificate by mail is more likely to return it by mail than if he receives it from the child. In addition, the form of the certificate has been changed. The provisions of the law with regard to returning certificates now appear in large print on the back of the certificate. Moreover, a new certificate blank is made out every time the child changes positions. This method has several advantages over the old one of endorsing the names of successive employers on the same blank. First, the employer feels more responsible for a certificate issued to him personally, and the certificate is furnished with a blank space for a report of the child's dismissal. Second, the child is not hampered by having a record of his previous changes of position sent to his new employer. Third, the factory inspectors and truant officers are very much aided in the enforcement of the law if the certificate bears only the name of the employer to whom it is last issued.

Medical Examination

Another important change has been instituted since the close of the year of this report. There has been up to this time no physical examination of working children as a class. We have now arranged a system of co-operation with the Board of Health by which every child who goes to work must first be examined by a physician of the Board of Health, and must bring a signed card stating that he is in proper physical condition to begin work. It is a matter of great satisfaction that the Superintendent of Schools and the Board of Health have united to carry out this most important provision of the law.

Research Work

Since the last report, the department research has made satisfactory progress. There are now 835 working children who have had the first mental and physical examinations. There is also a complete industrial history for each of these. About 500 of these children have been tested a second time, after being at work for a year. There have been 128 of the children still in school tested. There have been 289 visits made to the homes.

The results of the first year's test have been tabulated, and are now almost ready for publication. They were presented to the Association for the Advancement of Science in Cleveland on December 30, 1912, where the impression made by them was profound. The results are too voluminous to be included in this report, but will be separately published. There is also almost ready for publication a report on the industrial status of these children during their first year of work.

CONTINUATION SCHOOLS.

Voluntary and Compulsory

The Continuation School work in Cincinnati is of two kinds—voluntary and compulsory. The voluntary work includes a school for machinists' or printers' apprentices, and classes for self-formed groups of mothers and unemployed women to receive instruction in cookery and dietetics, in dressmaking, in millinery, or in homemaking—which includes house furnishing and decoration, sanitation, nursing, and, in general, the essentials of a well-ordered home and the qualifications of a homemaker.

Apprentices

The School for Apprentices is a development from work privately maintained by various firms. This work was taken over by the Board of Education and a public school opened for apprentices in machine shop, pattern and drafting trades in September, 1909. Two years later, clases were formed for apprentices in the eleven trades classed as the allied printing trades.

The Board of Education provides the building, the teachers, the equipment, and the books and material. The boys, who range in age from sixteen to twenty-one years, attend one four-hour session each week. This school attendance is paid for by the employers at the regular shop rate, and absence or tardiness leads to the boy's being docked. During the present school year there have been enrolled 205 machinists and 24 printers' apprentices. The school is in session throughout the year, the instructors alternating in taking vacations.

Course of Study

The course of study for apprentices is academic and cultural entirely, there being no machines in the school. The school work is kept closely related to the shop work by the systematic visiting done by the instructors, who spend two half-days each week in the shops, where the boys are at work. This course for machinist apprentices is four years in length. That for printers is just now in process of completion, and will probably be a two years' course.

Teachers

The teachers in this school are both expert craftsmen and expert teachers. With these qualifications they retain the respect of the boys, to whom they become a very real inspiration, and command the approval and support of the labor organizations and the employers. Their work is supplemented by the voluntary service of owners, superintendents and foremen of the shops, and representatives of labor organizations, who give instruction from time to time and assist in keeping the school and the shop in close connection.

Home Economics Class

THE HOME ECONOMICS CLASSES are composed of mothers and other adult women, who can not well attend evening school, but who desire instruction similar to that now being given to girls in the high schools. These classes are usually organized in connection with mothers' clubs in the schools, and must consist of at least thirty members. They meet in a two-hour session once a week and pursue a course in cookery and dietetics, in millinery, in dressmaking, or in homemaking, under expert teachers. These teachers are either regular domestic science instructors in the schools or professional trade workers. Twelve hundred women are now enrolled in forty different classes, meeting in thirty-six different school buildings.

Origin of Compulsory Work

THE COMPULSORY CONTINUATION SCHOOL is the outgrowth of an interesting combination of circumstances. First, Cincinnati shared with other cities the feeling of regret and responsibility that each year so many children leave school to go to work as soon as the law allows, that is, when just fourteen, and upon completing the Fifth Grade. Practically three-fourths of the children have been going to work at fourteen, and over one-fourth after having completed only the Fifth Grade. There is reason to believe that, in a large number of cases, "having completed the Fifth Grade" is not much more than a phrase without significance.

Second, the marked value of the work done in the Cincinnati School for Apprentices, described above, especially in giving the students a right attitude toward work and life, and in stimulating and guiding their energies in wholesome channels, led to the desire to do something of the same kind for these children between fourteen and sixteen.

Third, the Women Teachers' Association of Cincinnati had given serious consideration to the problem of the girls who leave school to go to work. During the Christmas holidays in 1909 this organization devoted a meeting to the discussion of how to reach girls whom necessity forced to leave school in order to go to work. At that meeting a committee was appointed to consider the whole matter, to make an investigation of conditions, and to suggest methods by which conditions might be bettered. This committee was called the Continuation School Committee. At least half dozen meetings were held by this committee during the year 1910, at which were considered as many phases of the problem as it was possible to study by reading, inquiry and actual observation. The committee became convinced that there should be established a school to which the young women at work could come, for at least one half-day a week, and so recommended to the Superintendent of Schools.

Law

As a result of these different things, Superintendent Dyer and the Board of Education began, in the spring of 1910, a movement to secure legislation upon the subject. In May, 1910, largely as the result of the work of Mr. Dyer and his Board, the Legislature passed the following law:

Resolution of Board

In January, 1911, the Board of Education adopted a resolution to establish part-time day schools in accordance with the law, these schools to be opened the following September, from which time attendance would be compulsory for those subject to the provisions of the law. Employers were so notified and preparations begun by the school authorities for organizing the work:

Supervisor

In February, 1911, a very strong elementary teacher, Miss Mary M. Conway, who was recommended for this place by the committee of the Women Teachers' Association already mentioned, was appointed Supervisor of Continuation Schools. Her first work was to visit all the department stores, in order to explain the work and to secure the cooperation of the employers. The responses of the business men was unanimously sympathetic, and it was decided to open immediately a school for salesmanship.

School Established

In May, 1911, this school was opened, under the direction of the supervisor, and in immediate charge of a second very fine elementary teacher, who had previously been granted a three months' leave of absence in order to attend the School of Salesmanship connected with the Women's Educational and Industrial Union, Boston. Twenty-five firms sent their employees, usually young women over sixteen, one half-day a week without loss of pay, in order to receive instruction in English, civics, the art of salesmanship, store arithmetic and accounting, textiles and fabrics (objectively illustrated), applied art and decoration, personal hygiene, life ideals, and home economics. The school enrolled over two hundred students—firms sending between two and twenty girls—and continued for three months, until the exigencies of the store vacation period made it necessary to close the school. When, during the following month, the compulsory work was organized, the demand on the stores was too great to permit the continuing of this special school of salesmanship. One firm, which had sent a large number of salesgirls to the school, was so well pleased with the result that it arranged with the Superintendent of Schools to have the exclusive services of this teacher

were supp

Classes were formed in the various sections of the city, so as to be convenient as possible for employers and children.

Lists of Pupils

By means of the records in the work certificate office, a complete list was secured of all children subject to compulsory attendance, arranged by places of employment. Such lists were sent to employers, with the request that they inform the child where and when they desired him to attend school. Pupils registered in any convenient elementary school building, during the first week of the school year. At the end of that week, lists of classes, by grades and schools to be attended, were ready for teachers. Instruction began the following week and continued until the first of June. The classes were resumed last fall, at the opening of the regular school term.

Time

The Cincinnati authorities have thus far insisted on only the minimum requirement permitted by the law—four hours a week of school attendance. Great freedom has been permitted in the choice of these hours, so that a child may attend school four hours continuously any day of the week, or one hour each of four days, or two hours on two days. In one downtown school building classes are held every week-day from 8:00 to 5:00; in eight buildings, four afternoons from 4:00 to 5:00, and in six buildings on Saturday afternoons from 1:00 to 5:00. The various periods enroll the following:

All-day school	684	25.5%
Classes from 4:00 to 5:00	429	16 %
Saturday afternoon	1,573	58.5%
Total	2,686	100 %

After three months it was found desirable to combine the Saturday afternoon classes in downtown schools into one large school in the Woodward High School building. This new and elaborately-equipped plant offered facilities for a differentiation of work, and for the use of all the special equipment. It has proved to be the most attractive school of all for the children, and enrolls 728 pupils.

Enrollment

There have been enrolled during the present school year 2,686 pupils, of whom approximately 300 are double registrations, leaving 2,300 children attending these classes. As this is about the number of work certificates issued during the year, we may believe that practically every child subject to the provisions of the law is in school. The public schools furnish a little over half of these children, and the parochial schools the remainder. All are at least fourteen, for the law prohibits, with penalty, the issuing of a certificate to one who does not prove his age. Presumably, too, all these children have completed the Fifth Grade. It is found, in actual experience, however, that a great many coming from private schools have had a rather inadequate preparation, and are not able to carry Sixth Grade work.

Classification

It is necessary, therefore, to classify the pupils into preparatory Sixth, Seventh and Eighth Grades. The percentage in each of these classes is as follows: Preparatory, 12 per cent; Sixth, 24 per cent; Seventh, 31 per cent; Eighth, 33 per cent. Promotions are made by means of readjustments during the year or in June. Of the 1,891 children remaining in June, 1912, 457 were given certificates certifying that they had completed the Eighth Grade, and were excused from further attendance. Nevertheless, more than one-third of these pupils returned to school the following September, attending, voluntarily, in order to receive the advantages of the schools. Where the numbers justify, the sexes are separated in order to permit a differentiation in work. Classes vary from 26 to 35, but in the all-day school may be as small as 12 at certain hours.

Attitude of Children

By means of the work certificate office the Continuation Schools are notified at once of all pupils who belong to their classes. In decreasing measure is it necessary to summon the aid of the truant officer in order to have the child report for enrollment, and not once this year has it been necessary to do what was done last year in about twenty cases; namely, revoke the work certificate and compel the child to return to regular day school. The attitude of the children at first was one of dogged opposition to the whole scheme. If boys and girls ever went unwillingly to school, certainly the Continuation School pupils did during the first year of the work. Now, all is different, and with surprisingly few exceptions, the children come gladly and enter into the work heartily. Children who have become sixteen are continuously asking permission to stay on, which, of course, is always gladly given.

Course

The reason for the attitude of opposition was in part the very thing that had sent some children to work; namely, a desire to escape school. The ordinary routine of school duties had become distasteful. This feeling was taken into account in working out the course of study for the continuation classes. The beaten path is left wherever possible, and when it is followed, it is, as far as can be, lighted up with new light. The work was, in the beginning, based upon the regular elementary course, which, however, was modified more and more largely as time went on. The teachers in charge of the classes, who were all superior teachers in the regular service, were called into weekly conferences, in order to work out the course in detail.

English

English and arithmetic form the backbone of the course, which includes also civics and hygiene, geography, physics, handicraft, art and salesmanship. Daily drills are given in spelling, correct English and rapid calculation. English includes reading, spelling and correct usage, the aim being to connect these subjects with the daily life and work of the child. The work is made intensely practical, so that the spelling lessons will be words suggested by the child's occupation of the day. It is hoped, however, that the reading period will afford an opportunity to bring into the child's life a bit of the ideal, the cultural, that otherwise he might lack.

Arithmetic

Arithmetic includes much practice in the fundamental operations, as well as work in fractions, percentage, business forms, payrolls, the keeping of accounts, and simple bookkeeping.

Civics and Hygiene

Civics and hygiene, including moral instruction and personal guidance, is given more serious consideration than any other part of the work. It not only has its place on the week's program, but is also brought in incidentally whenever possible.

Geography

Geography has been taken largely from the commercial point of view, and has been closely related to present day conditions in the child's own city and country. Much use is made of the stereopticon in connection with the geography work, as well as in the study of civics.

Physics

Physics has been given at Woodward on Saturday afternoon, with a desire to broaden the child's outlook upon life through his interest and intelligence. The work consists of simple experiments, which illustrate some of the more common experiences of every-day life. Thus far the experiments have dealt chiefly with pneumatics and electricity; in the future, the principles of steam engines will be studied.

The handicraft or industrial work has been given one-third of the pupil's time, and in the case of the Eighth Grade boys and girls, it may occupy the full four hours. The boys who would thus spend their full time in the shop, taking a special line of work, have, in a number of cases, completed the Eighth Grade and are attending voluntarily. The girls who devote their whole time to industrial work are those who are preparing themselves for trade work in millinery or dressmaking.

Handicraft

For boys the shop work includes work in wood and in iron. Practically the entire shop equipment at Woodward is in regular use, and in three other buildings classes use the manual training shop. There are classes in cabinet work, woodturning, forging, and electrical work.

Boys

Children who work in one line of industry are grouped as far as possible and given special instruction relating to that industry. However, the work is not always immediately related to the child's regular occupation, partly from a desire to counteract effects of purely automatic work, and partly in order to give the child an insight into other lines of industry than those with which he is familiar.

The girls spend half-time in either sewing or cooking, as they may elect. The work is very practical in character. In sewing, the girls are taught garment-making by machine as soon as they have mastered the simplest principles of sewing. In cooking, emphasis is placed upon practical work and correct methods, the combination of suitable dishes for simple meals being the teacher's aim.

Girls

Novelty making is taught in some classes, the pupils being given instructions in sample mounting, making of novelties, covering and lining of boxes and cases, accurate measurements, and the solution of problems pertaining to the economical use of materials. In certain cases, trade orders are solicited by the teacher and the articles are made in class, with a view to emphasizing the trade side or money value of time, skill and material. The lessons in color and design in the art department correlate with the work of the novelty trade teacher.

Novelty Making

The art course is planned to give to each boy who takes it the development and skill which will gain his promotion in his field of work. Thus, the boy engaged in jewelry making is given problems in the designing of jewelry, while one employed in process engraving is given work in line and wash rendering. Mechanical drawing is taught to those who need it in their line of work. A study of simple lettering is made, as well as the principles of proportion and of good and poor arrangements in signs and advertisements.

Art

Boys

Those boys who elect the art course are given their entire four hours' instruction by the art teacher. He conducts the work in spelling and composition and arithmetic, as well as the discussion of current topics and of problems which arise in the routine of the boy's daily work. An effort is made to get into as close touch with the boy as possible, and to correlate the teaching with his work as a wage-earner. A decided lack of initiative has been noted in most cases, and, as a corrective, the work is presented in such a manner as to stimulate self-confidence and intellectual curiosity, and to awaken the desire for originality.

Girls

Girls in the sewing and millinery classes are permitted to take one period in drawing per week, the work correlating with that of the sewing and millinery teachers. In the special classes, beauty in common things and art in the home and dress are made most conspicuous in the course. Occasional visits are made to the leading stores of the city, where beautiful and attractive things may be seen and discussed. The firms have, without exception, shown a great interest in this feature of the work, and have displayed a cheerful willingness to offer every advantage for study. Trips of this kind have a double value, for they not only acquaint the children with the best phases of art products in the city, but also develop in them a spirit of freedom in visiting establishments of the better kind. Such excursions, with the accompanying discussion, have had a marked effect upon the members of the class. Good taste and discriminating judgment have been noticeably developed.

Salesmanship

Instruction in salesmanship is given to all children from the retail stores. This work is in charge of the experienced teacher already referred to as the one who studied at the Boston school, where she served an apprenticeship in the city's leading retail establishments. The course consists of practical lessons in business arithmetic, including sales-slip practice, cash accounts, etc.; textiles, including cotton, flax, silk, wool, from raw material to finished products; color and design, including color combinations, as to counter, dress, etc.; and salesmanship, including care of stock, approach, analysis of sale, closing sale, courtesy, demonstration sale. This work has received the strongest expressions of appreciation from merchants, who value it highly as a means of increasing the efficiency of the salesperson.

Effects

Thus far the story of what is. We feel that two years' effort in Continuation School work has only served to show us the problem and to point us the direction of its solution. Of the great need of more systematic and more intensive and more diversified work for these needy children, we all feel convinced. That it even now satisfies a life, as is shown by the interest of the child in what he sees and hears and by his desire to make his information of service. In many cases there have been confidential conferences, which have given the teachers rare opportunities for personal counsel and guidance toward the highest ideals. The school has placed in these lives a new ideal, working through a greater respect for authority, a more willing obedience, an increased responsibility, which will end, for many, in a desire to be of fullest service to themselves and their fellows.

The employer's attitude is typified in these words of Mr. Fred A. Geier, president of the Cincinnati Milling Machine Company:

Employers Attitude

> It is my opinion that the Continuation School, on the whole, has proved a success, with every possibility of increasing usefulness as the school adapts itself more perfectly to the needs of the students and the manufacturers show an increased interest. A school of this sort can not meet with the greatest success unless there is perfect co-operation on the part of industrial plants.
>
> The necessity for Continuation Schools need not be argued. Thoughtful students of our industrial situation realize that competition, as well as other causes, will call for a more intensive and more intelligent system of manufacture in the future. Improved buildings and improved equipment will not alone meet the situation. An increasing industrial intelligence will be demanded.
>
> The Continuation School, through its courses, can do much to stimulate the mental activities of the student and lead them in the way of a desire for increased knowledge, which is so essential to increased efficiency. In short, better human element will be required in our plants if we are to meet the more intensive competition, and at the same time successfully meet the new demands that will come through social legislation as expressed in shorter hours, compulsory compensation, etc.

Mr. E. L. Hitchens, of the Central Labor Council, says:

finest home. Here the youth [illegible] receive, at the hands of the competent, large-souled experts, the equipment which will make for culture and service of self and community.

HIGH SCHOOL PUPILS.

The youth of the city continue to evidence a strong desire for high school education. It is probable that the erection of a modern building on the East Hills will stimulate this desire even more generally and lead to still greater numbers entering.

The following figures of attendance for the past six years indicate the growth:

HIGH SCHOOL ATTENDANCE.

	1906–7	1907–8	1908–9	1909–10	1910–11	1911–12	1912–13
Number enrolled	1,996	2,195	2,559	2,866	3,192	3,700*	4,223‡
First grade high school	932	1,064	1,191	1,356	1,514	1,584	1,803
Second grade high school	507	517	703	721	789	1,045	1,196
Third grade high school	323	348	361	474	491	600	666
Fourth grade high school	234	266	304	315	398	471	558
Number of graduates	228	259	288	300	384	456†	....
Number passing from Eighth Grade in June	1,329	1,357	1,589	1,561	1,613	1,874	....

* Of the total enrollment for 1911-12, 223 were in newly annexed territory.
† Of the graduates in 1912, 28 were in newly annexed territory.
‡ Of the total enrollment for 1912-13, 170 were in newly annexed territory.

The percentage of those passing from the Eighth Grade who go to high school was 76 per cent in 1907, 80 per cent in 1908, 87 per cent in 1909, 86 per cent in 1910, 95 per cent in 1911, and 91 per cent in 1912. The attraction of the new high school facilities is also noticeable in the increased number who stay through the Eighth Grade. In 1906 there were practically as many children in the elementary schools as there are now, but only 1,228 stayed and were promoted from the Eighth Grade, while last June 1,874 passed to high school, an increase of 52 per cent.

The number of first grade high school continuing in the second grade was 49 per cent in 1906, 58 per cent in 1910-11, 62 per cent in 1911-12 and 69 per cent at present. The percentage of the second grade remaining and continuing in the third grade was 68 per cent in 1908, 70 per cent in 1909, 68 per cent in 1910, 68 per cent in 1911-12, and 64 per cent at present.

HIGH SCHOOL ENROLLMENT (JANUARY, 1913), BY COURSES AND GRADES.

COURSE	General	Classical	Manual Training	Domestic Science	Commercial	Boys' Industrial	Girls' Industrial	Art	Music	Total
First grade	512	......	249	436	321	146	116	12	11	1,803
Second grade	447	18	186	218	255	33	26	6	7	1,196
Third grade	376	15	101	77	62	15	14	3	3	666
Fourth grade	390	19	45	102	......	......	......	......	2	558
Totals	1,725	52	581	833	638	194	156	21	32	4,223

Withdrawals

The withdrawals from the first grade, for the first half year 1912-13, were as follows: General, 63; Manual Training, 31; Domestic Science, 61; Commercial, 47; Boys' Industrial, 21; Girls' Industrial, 29; Art, 7; Music, 3; a total of 262.

COURSES OF STUDY IN THE HIGH SCHOOLS.

Courses

Pupils entering the Cincinnati high schools are given opportunity to choose any one of nine distinct courses, which differentiate into twenty-one possible combinations. Of these nine courses, four (General, Classical, Manual Training and Domestic Science) are academic and prepare for college or fit the student with the advantages of a general cultural education. The other five courses (Commercial, Boys' Technical, Girls' Technical, Art and Music) are vocational in character. The doors opened by these various courses have proved to be entrances to highways which the youth of this city desire to travel, and the response has more than satisfied our expectations.

Vocational Courses

Each of these vocational courses has, during this school year, entered upon the third year of the course. Next year, for the first time in this city, students will graduate from these courses. The teachers and supervisors in charge of these courses have given themselves unreservedly to the solution of the problems presented by these courses, and are developing a strong and profitable program of work. The response of the youth of the city continues as strong as before, and the large facilities of our new buildings are already overtaxed.

Co-operation

The third year students who are taking the Technical Courses are working, upon the co-operative plan, a week at school and a week in the shop. There are in these classes 14 boys and 20 girls, of whom 14 boys and 12 girls are in the shops. The boys are in seven different machine shops, and the girls in a milliner's and a dressmaker's establishment. In all cases the results have been highly satisfactory, and the employers continue to express themselves as pleased. The wages are those regularly paid help of the same character, and by careful supervision, the pupils are given a variety of work upon different machines. The promise is very good for the future success of this feature of the work.

VOCATIONAL GUIDANCE.

Vocational Guidance

The granting of opportunity for choice among so large a number of very different courses has put upon the school authorities a grave responsibility for assisting pupils to make the choice well. There has been organized, therefore, a definite work in vocational guidance, under the direction of Mr. Frank P. Goodwin, a teacher at Woodward, who did a similar service some years ago in the field of civics.

Class for Teachers

This plan involves first, teachers' course in vocational guidance, which is being attended by at least one representative from each school having an eighth grade, representatives from each high school and from the Commercial, Manual Training and Domestic Science departments. The work of the year will include a study of the underlying principles of vocational guidance, a study of the conditions of employment, a study of the child in relation to his vocation, and the adaptation of the course of study and instruction to the life career motive.

Program

The program will deal with The Child Who Will Not Go to High School, discussing such questions as The Work Certificate Office in its Relation to Vocational Guidance, The Continuation School and its Lessons for Vocational Guidance, The Blind Alley Trades, The Shoe Trade, The Sewing Trades, and the Department Stores and Salesmanship.

Again, there is to be a consideration of the Eighth Grade Children Who Contemplate Going to High School, which will include consideration of the courses involving the manual arts and of the trades for which these courses may be a preparation, the commercial course and occupations for which it may be a preparation, the music and art courses and the vocations for which they may be a preparation, the general and classical courses and vocations for which they are the best preparation.

High Schools

In the second place, the plan will include also a study of Vocational Guidance in the High Schools, in which the value of a complete card record, to follow the pupil throughout his school course, is emphasized.

First Year

There is to be an effort made in the first year to follow up students who are likely to fail, and to endeavor to show the value of a high school education, as well as the value of such training as a preparation for one's life work. In talks to students, there is to be discussion of the elements of success in life, illustrated by biographical and character sketches of successful men and women.

Second Year

In the second year an attempt is to be made to familiarize students with the requirements and opportunities of some of the leading professions and occupations. Special emphasis is to be placed on the vocations for which the courses being taken by the student are a preparation. In all the discussion, stress is to be placed upon the personal elements of success and upon the adaptability of the individual for the vocation of his choice.

Third Year

If the student has not a well defined aim by the beginning of the third year, he will be brought to a realization of the importance of an early choice; also of the importance of making the rest of his school life bend toward a preparation for his life career. He is to be confronted with such questions as the following:

College or Business? Which? Why?

If college, which college and the reason for selecting it?

After college, what?

If I do not go to college, what vocation shall I choose?

Am I adapted to it?

Is there a vocational school that will give me further preparation?

What are the opportunities in the business of my choice?

What are the conditions of employment in it?

What are my opportunities for getting into such a business?

Under Business Ethics will be considered: Business Courtesy; Morals in Modern Business; Relation of Employer and Employe; Integrity as a Business Asset.

Fourth Year

Careful investigation is to be made early within the year to find those seniors who have not made a definite choice of a life career, and especial and personal attention will be given to them. Careful investigation of personal data will be made in each case, after which an effort will be made to interest the student in one of the vocations for which he seems to be adapted. This is to be followed by an investigation on the part of the student of that particular vocation and a report on it, including his opportunity for getting into it. For students who want to go to college and have not the means available, information relating to methods of working one's way in connection with the various colleges is to be supplied.

In connection with the work in Civics, the relation of the individual to society and to the State from the view point of his vocation will be discussed.

Throughout the course lectures may be given on such topics as the following:

1. The Boy and His Job.
2. How Shall Young Workers Make Use of Leisure Time?
3. Choosing a Vocation.
4. Home Making as a Vocation.
5. The Money Value of an Education.
6. The Ethical Motive in the Choice of a Vocation.

PHYSICAL CARE OF PUPILS.

The marked improvement in school plants, as well as the greater efficiency of the janitorial service, already referred to, have been supplemented by a greater attention to the health of the pupils by means of medical, dental and psychological examination.

Medical Inspection

Medical inspection of school children was instituted under the Board of Health on January 1, 1907. The following report of Dr. Wm. H. Peters, Chief Medical Inspector of the Board of Health, gives the progress of the year and the present status of the work:

Reorganization

"The reorganization of the district physicians in the Division of Medical Inspection and Relief of the Health Department has given school medical inspection such an impetus that we see an increased efficiency conservatively estimated at 40 per cent, over the old system. The district physician devotes four hours each day to school medical inspection.

"Since September 1, 1912, 4,105 children have been vaccinated in the public and parochial schools. During the whole of last year 2,368 school children were vaccinated.

Inspection

"Comprehensive and systematic examinations of all school children are being conducted to determine and correct those physical defects which interfere with a child's efficiency in school life. Thirty-nine thousand examinations were made during the year of 1912, not including dental inspections. Eleven thousand three hundred and twenty defects were discovered. The eradication of tuberculosis depends largely upon the recognition of incipient cases among school children. Cincinnati can claim distinction of being one of the first cities to institute physical examination of school children.

"From January to June, 1912, 1,436 anaemic children in six downtown schools were examined by Dr. Ravine, and of this number a tentative diagnosis for tuberculosis was made in 112, or 8 per cent. These children were all followed up by the visiting nurse, and many have been benefited by proper treatment. Two hundred and ninety, or 21.3 per cent, were pretuberculous, and by pretuberculous, we mean the malnourished with enlarged cervical glands, flat or deformed chests, and roughened breathing, but no other pronounced ausculatory symptoms. One thousand and fifty four, or 70.7 per cent, were negative. Under this heading are included those cases in which no physical signs were present to account for the anaemic. Lack of quantity and quality of food and unhygienic environment are probable causes. All active cases of tuberculosis were excluded from school.

Low Temperature Rooms

"During the year five low-temperature rooms were opened for anaemic and pretuberculous children. Our findings in the six schools and the results which were obtained on the roof of the First Intermediate justify the extension of low-temperature rooms and open air schools.

"In the complete physical examination of school children of six schools there were found 236 cases of flat chest and fifteen cases of heart disease, which emphasize the need of the correlation of the work of the medical inspector and the physical instructors of the public schools. All pupils in the defective classes were given complete physical and mental examination.

Working Children

"By our co-operation with the Bureau of Child Labor, a system of physical examination was instituted, whereby all applicants for work certificates must have a clean bill of health signed by the district physician. The district physician may counsel a boy in the selection of an occupation, based upon his physical fitness for the work.

First Aid

"Many demonstrations in 'first aid to the injured' were given to the Seventh and Eighth Grade pupils by the Chief School Inspector. All invitations to address Mothers' Clubs were promptly accepted by various members of the department.

In conclusion, I would like to recommend that one day each year be observed as 'Health Day,' and that a special program be prepared for the students. I believe that the execution of this recommendation will awaken a widespread interest and be an excellent means of disseminating the principles of hygiene."

TABLE XVI.

SHOWING NUMBER OF MEDICAL INSPECTIONS MADE BY DISTRICT PHYSICIANS IN THE SCHOOLS DURING THE YEAR 1912.

Cases examined after four days consecutive absence		6,817
Pupils excluded		835
Causes of exclusions:		
Diphtheria	15	
Scarlet fever	17	
Measles	154	
Chickenpox	170	
Whooping-cough	27	
Mumps	31	
Tonsilitis	17	
Trachoma	3	
Conjunctivitis	5	
Ringworm	33	
Scabies	74	
Impetigo contagiosa	52	
Pediculosis	45	
Tuberculosis	10	
Chorea	2	
German measles	25	
Other diseases	155	
Examined, but not excluded		925
Pupils recommended for medical treatment		11,320
Causes for recommendations:		
Defective vision	1,115	
Diseases of the eye	287	
Defective hearing	371	
Defective nasal breathing	1,082	
Tonsilitis	294	
Hypertrophy of tonsils	1,893	
Enlarged cervical glands	60	
Respiratory diseases	225	
Cardiac disease	11	
Chorea	22	
Orthopedic defects	15	
Anaemia and malnutrition	817	
Defective teeth	1,060	
Pediculosis	1,683	
Ringworm	33	
Impetigo contagiosa	45	
Eczema	181	
Miscellaneous skin diseases	471	
Other diseases	1,615	
Examined, but not recommended for treatment		19,230
Total examined		39,127

TABLE XVII.

SHOWING THE VARIOUS ACTIVITIES OF THE VISITING NURSES.

Number of children referred to nurses			10,167
School treatments for minor conditions and pediculosis			6,903
Home visits made			3,478
Number of children referred by nurse to family doctors, clinics and hospital upon school inspector's recommendation:			
Defective vision (glasses)	899		
Defective vision (medical)	136		
Defective breathing (operative)	653		
Defective, medical	75		
Hypertrophied tonsils (surgical)	817		
" " (medical)	346		
Orthopedic defects	3		
Miscellaneous, medical	2,088		
Defective teeth	496		
		5,503	
Pediculosis cases treated by nurse	3,853		
Minor ailments, diagnoses by district physicians	389		
		4,242	
Cases pending		422	
			10,167
Signed statements received from private practitioners from September 9 to December 24, 1912			650
Signed statements received from clinics from September 9 to December 24, 1912			163

DENTAL INSPECTION.

Dental Inspection

Dental inspection in the Cincinnati schools is the voluntary service of the Cincinnati Dental Society. The following report of Dr. Sidney J. Rauh, chairman of the society's Oral Hygiene Committee, details what has been accomplished:

Origin

"The Cincinnati Dental Society undertook the first work in the public school system in the year 1909, when one school of 920 children was examined. In the following year 4,594 children in 10 schools were inspected; in 1911, 8,432 children in 19 schools; in 1912, 14,465 children in 26 schools. This work has been carefully tabulated, a special chart being employed for each school, the main points being as follows:

Total number of children examined	28,411
Total defects	65,842
Cavities in first molars	51,063
Cavities in other teeth	14,779
Those having no defects	2,833
Malocclusion	4,409
Clean Teeth	Yes, 13,294; No, 13,074

"With reference to the question of 'cleaning teeth,' it is of course understood that when the child says 'no' that you may believe his statement; but when 'yes,' the answer is open to doubt.

We should judge that at the outside not more than 10 per cent of the children in the schools of Cincinnati use the tooth brush.

"In addition to the inspection work, lectures have been delivered during all this time before school children, Mothers' Clubs, Parents' Clubs, Social Settlements and other organizations that are working along lines where talks on hygiene may be desired.

Since its inception the work in Cincinnati has always tended towards interesting the municipality in the necessity for the introduction of mouth hygiene into the school system. But little trouble was experienced in obtaining permission to enter the schools, and our officials, both in the Board of Education and Health Department, have consistently and closely followed our work.

Clinic

"In 1910 the free clinic was instituted. It employs two operators, each working half a day, and a young woman assistant whom we are educating into what might be termed a 'Dental Social Worker.' The clinical facilities have not been increased since that time, but excellent provision is made in the new Guilford building, to be occupied in the fall of 1913, for the clinic. A temporary second clinic has, in the meantime, been established at the Highlands School. At the November, 1912, election an increased taxation was voted by the citizens, providing among other things an appropriation of $4,100 to be used for employing dental operators, etc. This will increase our clinical facilities four-fold, including a chief dental inspector, who will devote all of his time to the work. He will be under the Health Department, and the operators will undergo Civil Service examination under the auspices of the Cincinnati Dental Society. The free clinic has been overwhelmed with work ever since the start, and even with the increased facilities will not nearly begin to solve the problem.

"At least 75 per cent of the members of the Cincinnati Dental Society are contributing to this movement, either with personal services or monetary contributions. The free clinic is supported by voluntary contributions, the Board of Education allowing the free use of a school room for this purpose and furnishing laundry, card forms, etc.

Experimental Class

"An entire class of fifty children in one of the schools in the poorer district was selected for a series of psychological, physical, mental, dental, scholarship and all other tests. In addition to this, these same tests were made upon a similar class of the same grade in the same school. After this the mouths of the 'experimental class' were placed in hygienic condition, systematic instruction given and also a series of dinners, at which proper mastication, etc., was taught. Comparison between these two classes will be made at regular intervals, but the data is not yet ready for publication. The results thus far are such that this work has been justified in scholarship, attendance, behaviour and appearance."

THE PSYCHOLOGICAL CLINIC.

Organization

With the opening of the school year in 1912 Professor Breese established at the University of Cincinnati a psychological clinic in connection with the Department of Psychology. One room, set aside for this purpose, is provided with all laboratory facilities and is equipped with a large variety of special apparatus for taking anthropometric and physical measurements, and for testing the motor, sensory, and intellectual processes. In the few months of its operation about fifty children, who have been problems to their teachers and parents, have been examined on Tuesday mornings under the direction of Professor Breese, with the assistance of Miss Emma Kohnky, principal of the Special School for the Mentally Defective, and Mr. Schachne Isaacs of the Department of Psychology. Helpful advice and recommendations have been made to the parents and to the principals of the schools sending the children.

The Department of Psychology, realizing the great value of the practical service it is rendering, and for which it alone of all agencies is peculiarly fitted, is planning to devote more time to the work, and to reach systematically the mentally defective children in the various schools. Aside from this purely clinical work the Department of Psychology is training in clinical methods a group of teachers and students preparing to teach special classes. This group, under the direction of the College for Teachers is doing practice teaching in Special School No. 3, and is being given special instruction in the various problems of mental deficiency by Miss Kohnky.

LUNCHES.

School lunches are conducted in nine schools. These are conducted with the co-operation of the Penny Luncheon Association, which includes the Council of Jewish women, the Civic League, and the Civic Department of the Women's Club. In the budget of 1913 provision is made for the partial payment of the cooks in these various schools with Board of Education funds. The great educational value of the school luncheon, as well as its very practical value, especially in the poorer districts, should lead to provision for luncheons in each elementary school erected hereafter. The training in the proper eating of suitable food, eaten under conditions not found in many homes, even in the better districts, is sufficient justification for this installation.

TEACHING APPLIANCES AND APPARATUS.

The liberal provision of the Board for supplying supplementary reading and apparatus has resulted in the schools being generally supplied with a great abundance of material to supplement the regular text book instruction. Practically every school is now supplied with a stereopticon, and the number of slides, arranged in sets and catalogued for general use, is now 3,950.

ELEMENTARY COURSE OF STUDY.

The course of study is the organization of the material of the school in proper sequence to meet the needs of the child and of the community. As both factors, and especially the latter, are continually in process of change, it follows that a course of study can not become fixed and static. It serves its purpose only as it is continually adjusted and adapted and so becomes dynamic.

Discussion of Course

During the school year 1911-12 the teachers of the city discused at length the course of study in English and in arithmetic. It was the general opinion that this study has vitalized the work in these subjects in a marked degree, and has stimulated the teachers to a thoughtful consideration of the problems involved in them. The influence of the work will undoubtedly be felt for many years.

The work of the special departments has continued under the excellent supervision of the various heads and the skillful direction of the assistants in the departments.

German.

Dr. H. H. Fick, Supervisor of German, reports as follows:

Character of Work

"The year 1912 has been for the German Department a period of earnest and successful activity. Thanks to the harmonious spirit and conscientious determination of every one concerned, the revised course of study, adopted some time ago, has been conducive of better work than ever. Visitors from at home and from abroad are agreed in their praises of the German instruction in the Cincinnati public schools. From far and near have come inquiries as to the methods pursued, and the former superintendent, Dr. F. B. Dyer, has on many occasions been most enthusiastic in his eulogies.

Excursion to Germany

"Much interest was aroused in the German Department and for its aims by the excursion to Germany during the summer and the subsequent educational gathering at Berlin. Those from Cincinnati participating are unanimous in acknowledging the impetus received from personal contact with leading people across the waters.

Conferences

"There have been numerous meetings of the various associations of German teachers and conferences for the proper management of the department. The supervisor delivered a course of twenty-five lectures on 'Germany and the Germans.'

"The department has been generously furnished with an ample supply of supplementary reading material and teaching appliances."

PENMANSHIP.

Supervisor A. H. Steadman reports as follows:

Development

"For more than sixty years Cincinnati has maintained a penmanship department. At first a varying number of teachers were assigned to give special attention to the subject under the direction of a supervisor. The city was districted and the teacher had charge of all the classes in a district.

"The style of penmanship taught has changed from time to time, passing through all stages of calligraphy, the beautiful and graceful curves, with delicately tapered shades; the coarse, ungainly vertical style, which was unpedagogical and forced an unhygienic position at the desk, and the semi-slant. Each has been supplanted as educational opinion advanced. Realizing the fact that it is real *writing*—penmanship that is usable, written rapidly, the product being as legible as print—that is necessary to meet the demand, a method of teaching penmanship was adopted by the Board of Education which appears to be all that could be desired.

"Special teachers visit each class twice a month and conduct a model lesson or penmanship drill, keeping in mind the fact that the ultimate result shall be the ability rapidly to turn out legible script.

Result

"That script which is produced while the mind is engrossed with forms of letters must interfere, most seriously, with the flow of thought. No person can think of two things simultaneously; therefore, the mechanics of writing must be automatic or unconscious. For this automatic or unconscious penmanship, together with a good hygienic sitting position *habit*, the penmanship teachers constantly strive. The mere knowledge of the correct position is not sufficient to cause one invariably to assume and retain it. The habit must be firmly established.

"Then, too, the teachers of penmanship understand that they are performing a great work and benefiting, to a vast measure, the rising generation by insisting upon a truly hygienic position. Tuberculosis is being combatted constantly, though perhaps unconsciously, by this department."

Music.

The annual report of the Supervisor of Music, Walter H. Aiken, is as follows:

College for Teachers

"The students of the College for Teachers were given instruction at Hughes High School for one hour on each Saturday morning, from January until May. At these meetings practically all of the material of the text books used in the first five grades of our city schools was analyzed and sung. It is to be regretted that after so many hours of time and labor have been devoted in obtaining a knowledge of this subject that these young men and women did not have time and opportunity to develop a technique in the teaching of it.

Kindergarten

"The supervisor spent from one to two hours every Tuesday afternoon from February until June in preparing these students for their special work. He also met the entire group of kindergartners on several occasions for consultation and direction as to methods and materials. The vocational course is worthy of special attention for such as contemplate the kindergarten service. Music plays such an important role in the daily life of the kindergartner that she will never cease being grateful for timely advice in this regard. The girls are too old after graduating from a high school to begin this work, for the muscles of the hand will not obey the will.

Mothers' Meetings

"At the annual meeting of the Mothers' Clubs of the schools a portion of the program is devoted to the singing of songs which have been taught by the various kindergarten directors—songs these mothers can sing to their little ones at home before they are old enough to start to school. There is inspiration in hearing from one to two thousand mothers uniting their voices in these songs of the child world.

Vocational Course

"There are fifty-six pupils taking the Music course offered in our high schools. All of these pupils are pursuing their instrumental study at various colleges of music or under private teachers outside of school hours. We are keeping a very careful oversight of this work. The supervisor has received many requests to allow the minimum requirement of practice, one and one-half hours per day, to be done after school hours at school. This permission might be granted if we had rooms and instruments to accomodate the full class, but at present we are without such facilities. The vocational work is done by Miss E. Jane Wisenall.

Night School Chorus

"The choral class of the night schools closed with the largest attendance that we have had since the class organized six years ago. There were 140 on Music Hall stage on graduation night. We lost ten of our best singers this year, they leaving to join higher musical organizations. This we are glad to encourage, even if it cripples our own class for the time being. The class should become the stepping stone, as it were, to the May Festival chorus.

Orchestras

"About a year ago the Board of Education set aside $750 with which to purchase instruments for the use of the pupils of Hughes and Woodward High Schools. There are today forty-six pupils in the Hughes orchestra and twenty-four in the Woodward organization. These pupils are devoting from two to four hours weekly to their rehearsals, meeting for this purpose after school hours. Both orchestras are under the leadership of experts.

Victrolas

"Victrolas have been sent to nearly every school in the city by dealers with the hope of selling them, but there are probably not over a dozen in the schools. If in the future they should become of general use, it would seem to be the place of the office to lend some asistance in the purchase of records in the same manner as stereopticon slides are provided. The Victrolas are being used at present for the development of music purely from the cultural standpoint, giving to children a knowledge of the literature of music, rather than for the study of the form and the grammar of the subject.

Pianos

"Our pianos are obtained in many ways. In some of the modern buildings they were placed by the Board of Education. In other instances they were presented to the school by the people of the district, or purchased by collections made by the principal of the house. It costs in the neighborhood of $300 a year to keep our pianos in tune.

Cantatas

"In nearly all of the schools, and especially where there is an auditorium, we have encouraged as a climax to the year's work the studying of a more extended musical composition than the eight or sixteen-measure school song of the text book. Two years ago we had printed for this purpose 'The Fairy Queen' of Barrie; last year, Schiller's 'Lay of the Bell' was rendered in many parts of the city. For this year's work we have in press 'The Fairy Festival' of Seymour Smith. Appropriations were made for this expenditure in the budget for 1913."

PHYSICAL TRAINING.

Dr. Carl Ziegler, Supervisor of Physical Training, submits the following report:

High School Facilities

"Hughes and Woodward High Schools have two well-equipped gymnasia each, with the necessary locker rooms, dressing rooms, shower baths and plunge. Each of these four gymnasia has a physical director—two men and two women—and each of these in turn has an assistant. Walnut Hills High School has but one gymnasium, with a male director who teaches both sexes. Madisonville High School uses the gymnasium in the elementary school building, and is instructed by the teacher in charge of the latter. The three branch high schools, Pleasant Ridge, Sayler Park and Hartwell have no facilities for Physical Training other than the regular class rooms.

Character of Work

"In schools having gymnasia, two forty-five-minute periods per week are required. The work consists of marching, gymnastic dancing, various forms of floor gymnastics and exercises on the apparatus, as well as various gymnastic and team games. Each pupil is examined by the director at the beginning of the year, and a record of his physical condition is kept on file. All pupils in the high schools are required to take Physical Training unless excused upon the request of a physician. There are at the present time 50 boys and 179 girls excused. In order to prevent evasion, the regular school physician should be the authority upon such excuses before they become valid.

Mark

"Physical Training should be given the same recognition that the other branches receive. The pupils' report cards should have a mark in physical efficiency, and a certain standard of physical efficiency should be required for graduation.

Athletics

"Athletics in the high schools embrace the usual activities of such institutions. There are indoor meets held under the auspices of the different organizations, in which the pupils participate. In the spring there are base ball, local and interscholastic field days; and in the fall, football. Woodward has also basketball teams during the winter. The lack of suitable athletic grounds contiguous to the various high schools, especially in the city proper, is a great handicap to this work.

Swimming

"Swimming in the high schools is not compulsory; the plunge is used in spare bells and after school hours by those who desire. There are no formal swimming lessons given; nevertheless, a large number of boys and girls have learned to swim in these tanks. If it were possible to employ a swimming teacher in addition to the regular physical director, every boy and girl might be taught to swim before graduation. In fact, the ability to swim should be a condition of graduation in the schools where these facilities are present.

Character of Elementary Work

"Physical Training in the elementary schools is of two distinct types—that in the school rooms and that which is given in the gymnasia. Of the sixty-two school buildings in the city school district, one has two gymnasia, twenty-five have one gymnasium, and thirty-six have none. The school gymnasia are all well equipped for class work. There are employed twelve teachers for full time, one for three-fifths time (in the Douglass School), and one for one-fifth time (in the Boys' Special School.) Six of these are resident teachers; that is, devote all their time to the teaching of Physical Training in their buildings. The others divide their time among seven or more buildings each. In the gymnasia where the teachers migrate one lesson is given weekly by the special teacher, and one or two additional lessons by the class teacher. Where the work is done in the class rooms, a bi-weekly visit of the special teacher is made; the lessons are of fifteen minutes duration, and the class room teacher is supposed to repeat daily the work shown by the special instructor. This work includes calisthenics, dumb-bell and wand exercises. It is designed primarily to counteract the effects of school confinement and to develop good carriage and grace of movement. Whenever the weather is fair, the special teacher gives the lessons out of doors, and it is greatly to be desired that the class teachers do likewise during the interval between visits, since outdoor exercises are always to be preferred to those in a confined space.

Athletics

"The athletics in the elementary schools are conducted by the Public Schools Athletic League, and comprise indoor meets during the winter, field days and baseball during the spring, with soccer football and Athletic Badge Test in the fall. The chairman of the Games Committee reports that twenty-eight baseball teams took part in that sport. In the various field days, 734 individuals were entered and 53 relay teams, with an average of 10 to the team; making a total of approximately 1,260 individual entries. In the Badge Test, which took place during October and the early part of November, 507 boys and 228 girls passed the test successfully and were awarded the athletic badge. Six teams for soccer football played a very successful series during the season. I would respectfully recommend that the Athletic Badge Test be modified before another year, and that interclass athletics be organized and recognized by the Athletic League. For Field Days, group athletics, which would enable the girls to take part, should be substituted for the individual championships now in vogue.

"The playgrounds conducted under the supervision of the

Board of Education are of two kinds: The after-school playgrounds where the school yards are opened, under supervision, from the close of school until 5:30 each evening, beginning the first of April and continuing to the close of the term, and again, beginning with the opening of the school term and ending the first of November. During the past summer fourteen such playgrounds were conducted by the Board. The total attendance for the period in which the school playgrounds were open was 139,709; the cost for supervision was $2,892.50. This feature should be extended to include practically all the schools having yards suitable for this kind of work, and should be continued in the gymnasia throughout the winter. The time is given exclusively to play, no other activities being attempted.

After School Playgrounds

"During the vacation period there were employed twenty-three teachers for eight playgrounds to conduct the work and supervise the activities of the children. This is the number on duty at one time; in reality, owing to the fact that the women work only one-half day, and that no one is permitted to work more than one-half the vacation, there were employed 34 teachers during each term, or a total of 72 teachers for the vacation. The total attendance was 102,310, and the total cost was $5,957.50. In this connection, a great deal of manual work was taught; for instance, various forms of woodwork and chair caning for the boys; raffia, paper and reed work, sewing, crocheting and knitting for the girls. Folk dances and games suitable to all, team games, ring and song games, etc., were taught. A regular program was carried out in each of these classes, manual work, alternating with games and other activities. A special Fourth of July program was also arranged and the public attending the playgrounds were regaled with refreshments furnished by the 'Safe and Sane Fourth of July Committee.'

Vacation Playgrounds

"Teachers who taught in these playgrounds were given preparatory training in a course conducted under the supervision of the Supervisor of Physical Training on Saturday morning, during the months of January, February and March. In addition to those employed in the playgrounds a large number of teachers employed in the Vacation Schools and many who sought employment in the park playgrounds attended this course. The total enrollment of this preparatory class was 200; cost of teaching was $231.25, making a total of $9,081.25 for playground salaries for the year.

Preparatory Class

"The gymnasium classes in the night schools are proving more and more attractive each year. There are open under the auspices of the Board of Education 9 gymnasia, aggregating 32 evenings per week, in which there are enrolled to date 838 males and 2,207 females; a total of 3,045. In

Night Schools

some of the night schools the enrollment is so large that but one evening per week can be granted; while in those classes where the enrollment is not so excessive, two evenings per week are given. In the women's department two classes must be arranged for each evening—one from 7:30 to 8:30, the other from 8:30 to 9:30. In the men's department this has not been necessary, the entire evening being devoted to one class. In spite of the fact that a great many who register drop out after a few lessons, the regular attendance is still up to the capacity of the gymnasia.

"In addition to the gymnasium classes conducted under the auspices of the Board of Education, there are six gymnasia in use by organizations which meet the expense of the class. These classes, of course, are limited to the membership of the club. Three of these gymnasia are open one evening per week and three two evenings per week, with an enrollment of 67 males and 266 females; a total of 333. This makes a grand total of 3,378 persons attending Evening School gymnasia.

Hygiene

"Since the appointment of medical inspectors and of a mechanical engineer and head janitor to look after the welfare of the children and provide sanitary conditions in the school buildings, the work of this department has been confined to the supervision of the teaching of personal hygiene. While there is no subject in the curriculum of more importance to the child and to the community, there is no other subject in which the results of the teaching are so little apparent. The older city teachers may be divided into two classes—those who teach chiefly anatomy and physiology, and those who never get beyond cigarettes and alcohol. The teachers who have recently come from country schools confine their teaching mainly to the facts of anatomy and physiology, including, of course, the required temperance instruction. This was at one time considered good teaching, but in recent years it has become more and more understood that the teaching of anatomical and physiological facts to children is of far less importance than the teaching of proper living. That there must be a certain amount of anatomy and physiology taught is self-evident, but only so much as is absolutely necessary to cause the children to understand the reasons for proper and hygienic living. This form of teaching is rare among our teachers, and it is possible that many of our teachers need instruction along these lines themselves. Another reason for the poor results obtained is the division of the time allowed for this subject. I am convinced that intensive study of this subject for a short period each year would be a great deal better than spreading it out through the entire year, with fifteen-minute or half-hour periods per week.

"The work with the students of this department has not been as satisfactory as it should be. The time allowance has been insufficient and the two subjects could not be satisfactorily covered. Next year one-half hour per week will be added, thus allowing three-fourths hours per week for each subject. One hour per week for each subject for the entire year would be still better."

College

DRAWING.

The following is the report of the Drawing Department submitted by Supervisor William H. Vogel:

Organization

"The department consists of eight teachers in the grades on full time, and five on part time. The latter arrangement is due to an effort to give as many as possible of the graduates of the Art Training Course, an opportunity to get located in positions. At the First and Fourth Intermediates and the Douglass School, the department plan is in operation, a grade teacher in each school being in charge of the work.

Nature Representation

"During the fall and spring months, the work of the department in the grades consists almost entirely of nature representation. The winter months are devoted to design and object drawing. Designs are applied to constructive work in the elementary grades and to stenciling in the grammar grades.

Hand Work

"Hand work in the elementary grades consists of paper and cardboard construction. The time devoted to this work is taken from that allotted to drawing. In the first and second grades paper cutting is used as a means of expression. Some folding, cutting and pasting of simple box-form objects, including the furnishing of the doll house, offer many problems of an interesting character. A gradual approach is made to the use of measurements as a basis of construction in the latter part of the Second grade. Heavier materials are used in the Third, Fourth and Fifth Grades. The final problems consisting of some forms of bookbinding such as the notebook cover, portfolios, etc. The work is done during the latter part of November, through December and the earlier part of January, and is mainly associated with the holiday season. Time and funds allowed for this work are not sufficient to make it as effective as it should be. At least one hour per week during the entire year should be allowed for some form of hand work in the Third, Fourth and Fifth Grades.

"Five teachers are employed in the High Schools—two at Hughes, two at Woodward and one at Walnut Hills. The work in these schools is not so extensive as it should be. It should include a course in Commercial Art as well as more Applied Art, such as metal work and pottery. Provision has just been made at Woodward for a class in jewelry work for the girls of the B Grade Industrial class. It is hoped this may lead to greater activity in the Applied Arts.

High Schools

"The Commercial Course should include a course in art suited to the needs of the commercial world. Advertising is perhaps the greatest factor in the exchange of commodities. When we realize how much thought and money are put into this channel, it should cause us to pause and consider whether or not the prospective business man should get a training during his student years that will give him an appreciation of its possibilities. The newspaper and magazine ads, the poster, catalogues, announcements, stationery, business cards, show windows, store and counter displays, are a few suggestive art problems that should be considered in this course. The same principles control these problems that govern the composition of a painting or other work of art, and offer the basis of a course that will prove interesting and profitable to the students.

Commercial Course

"The Technical Art Course, now in its third year, is unique in its character. During the morning the pupils attend the high school, where the course in scholastic work has been designed to meet the needs of the artist. In the afternoon they attend the Art Academy, where they receive the regular academic art training of that institution. The purpose of this course, primarily, is to keep the talented pupil from leaving school to secure his art training before his general education has been completed.

Art Course

"This course is a fitting preparation for the Art Training Course, which is conducted in conjunction with the College for Teachers. The latter course prepares students to become teachers and supervisors of art instruction. In order to become eligible to this course, applicants must be graduates of a recognized high school and have had the equivalent of at least two years training at the Art Academy. The Art Training Course covers a period of two years, during which time the students are required to continue their work at the academy during the morning hours. They receive instruction in the phases of art and construction as practiced in schools from members of this department and attend lectures on psychology and the history of education at the University. During the senior year, one morning per week is devoted to practice

Normal Course

teaching in the high school and one morning in the elementary grades. Nine graduates of this course are supervising work in other cities, and seven are on our own staff.

Art Teachers' Convention

"The most interesting art event in our schools for a number of years was the Nineteenth Annual Convention of the Western Drawing and Manual Training Teachers, held at Woodward High School, May 2 to 5, 1912. The beautiful auditorium of the school accommodated the sessions of the association, while exhibits were displayed in the combined gymnasiums and corridors of the entire building. These exhibits represented quite a number of cities, and illustrated all phases of art work being practiced in all grades, including the normal training schools. It was the first instance where all departments of the convention were accommodated under one roof, and was, without doubt, the most successful convention ever held by the association. The local teachers and pupils for the first time in our history enjoyed the privilege of seeing art work from many parts of the country, which has stimulated a deeper interest in the work. While such occasions work a hardship on the home people, we feel that in the end we are the ones mostly benefited by the meeting.

Exhibit

"Two years ago the Woman's Art League of Nashville, Tenn., invited several cities to exhibit specimens of school art work in their city. Among others, we contributed a display. At the close of the exhibition the club asked the privilege of purchasing our exhibit to be used as a traveling exhibit throughout the State, with the aim of establishing a standard of such work. With the permission of the superintendent, Mr. Dyer, the exhibit was presented to the club. At the same time a request was received from the Supervisor of Elementary Instruction of the Nashville schools for the loan of the exhibit to be used at the Knoxville Summer School, where it was studied by over two thousand teachers. The past spring we were again requested to make another loan of an exhibit to the Summer School. We were pleased to send the display, which had been prepared for the convention held at Woodward during the month of May. We feel that it is a compliment to our work to have it thus sought as a standard for the largest summer school in the country.

Art Museum

"The Art Museum has rendered valuable assistance in the past year by making its rich collections of material of service to the schools. Their most recent movement in this direction has been the preparation of a set of slides illustrating most characteristic groups of exhibits, covering the entire exhibition. This set of slides is to be presented to the schools. In order to bring them to the attention of the teachers and indicate their use with the pupils, I shall give a talk in various schools of the city at times and places which will permit all teachers interested to become acquainted with the slides. They in turn can use them with their classes previous to a visit to the museum. I believe this is the most effective move the museum authorities have advanced towards making visits to the museum of greatest service."

MANUAL TRAINING.

Elmer W. Christy, Supervisor of Manual Training, presents the following report:

High School Co-operative Course

"The Technical Co-operative Course in the high schools is now in its third year, which is the first year of the co-operative feature. All of the boys who have finished the two years' preparatory work are now spending alternate weeks in shop and school. Their work is in machine shops, drafting rooms, shoe factories, etc. The fact that several of the boys have expressed a desire to take up such studies as will admit them to the University is a great satisfaction to the teachers who struggled with these boys when they entered high school, for it may as well be admitted, they were not a class of boys who cared much for book work.

Elementary Industrial Work

"At the Oyler and Douglass Schools the work is progressing along similar lines to those taken up a year or so ago. The boys and girls from the Fourth Grade up have hand work from two to four times a week. The boys and girls of the Eighth Grade change places once a week, when the boys have cooking and the girls bench work in wood.

Oyler School

"The work of the boys at Oyler is more industrial than the others, in that they are making umbrella racks and other articles of cabinet work in large quantities, with the classes divided into groups under the immediate direction of a pupil foreman. They are aided in their work by the use of a bandsaw and wood-turning lathe. They use such mechanical devices as will enable them to produce duplicate parts with accuracy and speed. However, only half of their time is given to this class of work, the other half going to making projects for themselves. At present the Eighth Grade boys are each constructing a small steam engine, and the final test of their workmanship must come when they attach their engines to improvised boilers and learn whether or not they will run. This project offers an opportunity to introduce the boys to other materials than wood. Here they must saw and file metal, make molds of wood or sand, melt and cast metal, drill and tap holes, assemble machine parts and constantly test for accuracy of measurement.

"The shop rules which were recently posted by the instructor are so expressive of the work that I shall insert them here.

Oyler Shop Rules

In the Oyler shops there are two departments, Manual Training and Industrial Training. All boys under twelve give full time to Manual Training, and are denied all use of machinery. All boys in each class who are over twelve are divided into two groups. Each group does work on Manual Training problems one week, and on Industrial problems the next week, alternating with the other group.

"Manual Training. In the Manual Training work the boys are responsible to the instructor only, and the ordinary shop rules apply. All work is left to the selection of the boys as long as their selections are within their abilities. Boys desiring to make the same kind of piece are requested to do so at the same time. All material is furnished unless the problem is of such a nature that the boy can furnish some part or all of it. A working drawing must be made before starting work on any individual project. All repair work such as the sharpening of tools, the mending of furniture, etc., will be done in this time and in this department.

Industrial Work. There shall be one foreman over each group. Foremen will be selected for their ability to do the work.

Men shall be responsible to their instructor, who is superintendent and has right to dismiss old foremen and appoint new ones at any time. The dismissed formen, whether honorably or dishonorably discharged, shall be responsible to the new one.

"Foremen will direct all work, seeing that all men are kept busy, that their work is satisfactory, and that they keep the shop in order and tools in shape.

"Foreman may reprimand or discharge any of his men without consulting the superintendent. Loafing or disorderly conduct will be considered sufficient cause for the discharge of any man.

"*Discharge*. Dishonorable discharge means that the discharged man return to his room until the next day, when he must apply to the superintendent for reinstatement in his job. Dishonorable discharge of any man will mean that he will receive the minimum wage for the term during which his discharge takes place.

Wages. The superintendent shall fix the pay of the foremen and it shall be slightly in advance of the wages of the men under them. The foreman shall fix the wages of his men and submit same for the approval of the superintendent. Scale of wages: Foremen, $5 to $10 per week; men, $2 to $7 per week. All men will be paid every ten weeks on their report cards. In the case of any man who, for any reason, is deemed unable to earn the minimum wage, he shall be classed with those under twelve who are not paid and are denied the use of machinery.

Riverside School

"At the Riverside School, where the work was begun in September, 1912, the program is quite similar to the one at Oyler, but the Industrial side has not been so highly developed. Mending day is given great prominence. Then the boys are used to bring everything portable that needs mending to school. This leads them into other lines than wood work, such as mending shoes, soldering of leaky pans, etc. In a talk before a number of Manual Training teachers two years ago, Mr. Dyer advocated just such work, which he chose to term 'a course in tinkering.'

Lincoln School

"At the Lincoln School we have a similar plan, except that the work is extended to the Third Grade, and the upper classes given less work in proportion. This work was also started in September, 1912. The boys in the Third, Fourth and Fifth Grades, if of normal age, are able to do only the simplest tool work; therefore they are pasting pictures of animals to thin wood and sawing to the outline. They also make miniature barges and wagons, or in other ways correlate their work with the class studies.

First Intermediate School

"At the First Intermediate the work is approached from a different angle. Here much of the work is made on actual orders from outside, and the product is sold. The pupils made Christmas novelties, as well as desk seats, candle sticks, etc. So far all of the work which is sold has been made by the girls, but the boys will share in this later on. Some large orders were recently rejected because the boys did not have the necessary equipment to make their part. To overcome this, a wood-turning lathe will soon be installed for the use of these retarded boys in the making of this special work. The boys have not lacked opportunity, however, to do something useful. Recently they rebuilt a half dozen tables which had been discarded as useless. Many of them have also become quite adept in the use of a soldering iron, with which they have repaired hundreds of electric fuses. In all of these classes any boy may spend one-half of his time on projects of his own, if he so desires."

Domestic Science.

The work of this department is detailed in the following report of Miss Charlotte M. Ullrich, supervisor:

Elementary Grades

"In all the elementary schools sewing is taught in the Sixth Grade one hour per week; in the Seventh Grade, one and one-half hours, and cooking in the Eighth Grade one and one-half hours per week. In many cases where the time will permit, the Fifth Grade receives an hour a week in sewing. In several of the tenement districts children are given a larger time allotment, and the work is started in the lower grades and upon a broader plane, using hand sewing in the lower grades and the sewing machine with garment making in the Seventh and Eighth Grades. In another of the schools a large variety of industrial work, including considerable work with simple tools, is given the girls, while the boys are given lessons on the preparation of plain and substantial meals and on simple forms of sewing as a part of their industrial course.

High Schools

"In the high schools, sewing, millinery and applied art are given in the first two years, and advanced cooking and housekeeping in the last two years. The last two years include preparation of foods and the serving of meals, based on a knowledge of food values and the chemistry of foods; dietetics and marketing; care of the sick; laundry work; care of the home with regard to health, economy and good taste; sweeping, dusting, making of beds, care of plumbing and sanitation in general; planning the house, decoration, color schemes and selection of furnishings. The subjects are taught by practical work in the cooking and chemical laboratories and in the dining-room, bedroom and laundry in the school flat. They have their foundation in the study of bacteriology, sanitation, dietetics and training in art. Every effort is made to teach the student the art of right living in an intelligent, practical manner, and at the same time the student is given the regular course in the academic branches and the course receives the usual credits in the University.

Technical Course

"In Woodward High School the new industrial, vocational course has reached its third year. This course gives all the practical work—sewing, cooking, applied art, etc.—in the first and second years offered in the regular four-year course, with the idea that the girl may be helped to find her life work and fit herself for it, and that she may have a knowledge of home making and the womanly arts at her command. By February of the second year the girls elect either dressmaking or millinery and specialize in this work under trade conditions. This year the B Grade in this course is having institutional cooking, with the idea of enlarging their field of work through actual experience in the business side of food preparation and serving. One day in the week the cooking lesson is devoted to filling orders for breads, rolls, puddings, etc. On the other days a tray luncheon is prepared and served to over forty teachers in the building. This work involves the cost of raw material, the number of portions it yields, and the cost of single portions, cost of lunch tray, balanced menus, food values, large quantity work, as well as accuracy, neatness and daintiness. It has been very successful.

"Early in January the co-operative plan was put into practice. Practically one-half the class occupy positions in either millinery or sewing work for a week, while the rest of the class is in school; the second week the positions are reversed."

KINDERGARTEN.

The following report of the Kindergarten Department for the year 1912 is presented by Miss Julia S. Bothwell, supervisor:

"There are at this time forty-eight kindergartens in the public schools, three having been added during the year. The College Hill room was equipped and opened in April and the Refuge and Pleasant Ridge taken over by the city in September.

"The kindergartens were overcrowded in September and in several schools it was necessary to stop the enrollment and keep a waiting list, but the unusual spread of contagious diseases has decreased the attendance until in November and December it was below the average for these months last year.

Needs

"Requests for new kindergartens have come from the Hoffman, Raschig, Thirtieth District and Oakley schools. In at least three of these schools there is no room which can be given to the kindergarten, though the need of it is great, especially at the Raschig and Thirtieth District schools. There should be another room opened either in the Sixth District or in the Jewish Settlement for the children who can not be admitted into these already overcrowded centers. In the Avondale school it was found necessary to use the library as the only available place for kindergarten extension. The growth of the kindergarten in the public schools may be indicated by the following statistics: In 1905 there were 2 kindergartens; in 1906, 11; in 1907, 22; in 1908, 31; in 1909, 37; in 1911, 42; December, 1912, 48.

Training School

"This work has been the outgrowth of that of the Cincinnati Kindergarten Association, which came into existence in December, 1879 'to organize and supervise kindergartens and to carry on a Kindergarten Training School for kindergartners.' This purpose has been tenaciously held through a quarter of a century, when the kindergarten was not a popular institution. Now the thirty-three years of continuous effort has its reward in a Kindergarten Training School affiliated with the University and a practical connection with sixty-one Kindergarten Mothers' Clubs in this city and vicinity. The entrance requirements of the University are the standard for admission to the Training School. The co-operation with the public schools makes it possible to place students where they will receive a minimum of five months' closely supervised practice in centers where they have to meet the demands of actual service as assistants. For this service the Board of Education pays the association ten dollars a month per student. Some of the graduates of the Training School receive also the degree of the University, and some of the entering students are university graduates.

Appointments

Applicants for public school positions holding a university degree are placed on a preferred list for appointment. An examination is given each year in June, by the Board of City Examiners, in kindergarten theory, general education theory and psychology, music and drawing. The average of this examination and the practice mark given by the supervisor determines the standing on the list for appointment as teachers. The directors receive salaries from $600 to $1,000, while those who have a high school diploma with two years of professional training receive from $500 to $750. Assistant directors receive from $300 to $500.

Work of Kindergartner

"The organization of the kindergarten in this city is distinctive in the fact that the regular work of the teacher extends beyond the kindergarten child to the home and to the first year of the grade work. The afternoon time of the teachers is given to home visiting, to the Mothers' Clubs, to kindergarten activities with first grade children and to a teachers' conference.

Conference

"This Monday conference is the teachers' great means of growth, and helps keep the kindergarten workers in the city a united body. The experience of each is shared by all; there is opportunity for discussion of methods and materials, and for the indirect criticism which is most effective. The Cincinnati Kindergarten Association has extended the hospitality of its comfortable hall and has provided from time to time lectures without expense to the teachers. We are especially grateful for the course in Child Study given by Dr. Breese last year, and for the co-operation of Miss Laws, Miss Stone and Miss Fry. The conference includes, besides the eighty-three Cincinnati teachers, all of the kindergartners supervised by the association. This makes about a hundred people at each meeting. The first hour is given to announcements, other business, and general discussion of daily practice. This is sometimes varied by reports of current educational magazine articles. The second hour the class is divided into three groups; Miss Fry, Miss Stone and the public school supervisor each having charge of a section. The topics for the last half-year have been Primary Games, Gift and Occupation Materials, and Mothers' Clubs. The teachers considering the last named have prepared papers and discussions covering the entire subject of mothers' organizations, and their work has been surprisingly mature and good.

Mothers' Clubs

"The Mothers' Club movement has been of great value in broadening the experience of the kindergartners as well as to the mothers; though I believe all will agree that it is the most difficult phase of the kindergartner's duty. The activity of the mothers was demonstrated last May when delegates from all the clubs gave reports at the annual meeting held in Emery Auditorium. The following summary from the report of the secretary shows how varied and broad are their interests:

"1. Visits to places of civic interest.

"2. Classes in cooking, sewing, millinery and child study, organized for the mothers.

"3. Support of a sewing class for girls.

"4. Supply closet established in the school for visiting nurses of the district.

"5. Organization of a district welfare association and aiding in organizing other Mothers' Clubs.

"6. Aiding in bettering sanitary conditions in the neighborhood. In securing a circulating library. In securing space for school gardens. In acquiring additional ground for park purposes and playgrounds. In having portable building for Domestic Science and Manual Training erected on school premises.

"7. Attended Home Economics lectures at the University of Cincinnati and secured a library of Home Economics for the school.

"8. Helped furnish rest room for teachers and pupils.

"9. Financial aid and supplies given to the Visiting Nurse Association, Home of the Friendless and Day Nursery.

"10. Assisted in support of kindergarten in Hing Wha, China.

"11. Provided means for excursions for children.

"12. Plants, curtains, materials, pictures, china closet, medicine closet and equipment, playground apparatus, revolving duplicator and individual towels for children furnished to the kindergarten, school or church with which the clubs are affiliated.

"13. Lectures and discussions on the following subjects: Domestic Science; Care of the Home; Mothers' Position in the Home; Proper Food and Clothing for the Child; Nursing in the Home; Habit; Right and Wrong Punishment; Discipline; The Obstinate Child; Child Labor; Cincinnati Tenements; Consumers' League; Juvenile Court; Visiting Nurse Association; School

Sanitation; Social Hygiene; Physical and Ethical Development of the Child; The Public Kindergarten; The Froebel Pilgrimage; Kindergarten Work and Home Conditions; Stories and Literature for Children; The Mind of the Child; Confidential Relations Between Parent and Child.

"Continuation school classes in cooking. sewing and millinery have been attended by many members of the Mothers' Clubs in addition to the regular meetings. A list of the many people who have spoken for the Mothers' Clubs would be too long to place in this report. Over three hundred lectures or talks have been given, and an invitation to speak usually meets with a generous response. We are especially grateful to the Board of Health, the Dental Association and to the Woman's Club for their cooperation. The Superintendent, supervisors, principals of the public schools, and the Kindergarten Training School force have given the same substantial support as in past years.

Home Visiting

"The home visiting is so essential to the welfare of the kindergarten and school that, even in places in which it was at first not cordially received, the mothers are eager to welcome teachers as co-workers interested in their children. To give an adequate statement of the aims and results of these visits would require a small book. The friendly visit is perhaps most important and establishes the relationship which brings the mother into the club, insures regular attendance and punctuality of children in kindergarten, with a greater degree of cleanliness. Indirectly the home standards are sometimes raised because discouraged mothers often lose interest in housekeeping, when no one comes to the home to visit. Strangers in the city have found the Mothers' Club the place to meet congenial people, and friendships often result. The kindergartner sometimes provides home occupations for convalescent children; sees that those needing treatment are taken to the clinics or hospitals; reports cases to the Associated Charities or the Visiting Nurse Association; reports bad tenements to the proper authorities. In short, she is a social worker, and in most cases she finds in her ministry an exceeding great reward.'

Primary Work

"Two afternoons a week are given to primary children who come to the kindergarten room for an hour of kindergarten activities. This contact with the first grade children and teachers has established a sympathetic relationship which is doing much to blend the kindergarten and the first year of school. One happy outgrowth of the small primary-kindergarten conference begun in September, 1911, is a similar class this year, numbering fifty-two earnest First Grade teachers who meet each week with the kindergarten supervisor and Miss Waite to study kindergarten principles, materials and methods.

Later in the year more attention will be given to First Grade problems.

Morning Work

"The morning work has been of the same general character as in previous years. Excursions, gardening, and other experiences necessary as a basis for the program are provided. The farm playground on Price Hill was given up last year on account of the sale of the property. We have not been able to find a suitable place where large numbers of children may be taken for a bit of country life, though several individual kindergartners have reported interesting excursions to the country.

Gardening

"The Park Commission of Cincinnati gave us the use of the beds in the city parks again this year, and in addition furnished us bulbs and the supervision of a gardener. The downtown children planted bulbs in Inwood, Washington, Lincoln, Johnson, Eden, Hopkins, Lytle and Sinton Parks. In schools where there is garden space, the children put in twenty-five hundred tulip bulbs furnished by the Board of Education and several hundred others bought from school funds. After testing the fall gardening four years, we are convinced that it is an experience of worth to the kindergarten children. Indoor gardening is also encouraged to give some training in continuous care of plants not afforded by this outdoor experience.

"The statistics for the year 1911-12 are as follows:

Number of kindergartens in June	45
Number of children enrolled	2,833
Average number belonging	1,883
Average attendance	1,700
Average number tardy	162
Visitors to kindergartens	3,738
Visits to homes	9,013
Number enrolled in Mothers' Clubs	2,904
Average attendance Mothers' Clubs	1,420
Number of visitors Mothers' Clubs	2,393
Total salaries for the year (tuition)	$41,528 92
Average cost of tuition per pupil enrolled	18 22
Average cost of tuition per pupil daily attendance	24 42
Cost of equipment	1,012 59
Cost of current supplies	965 56

EXTENSION WORK.

Continuation

In order to care for children who do not fit into the regular class, or who for other reasons can not be taught there, it is necessary to extend the school work into various special forms of activity. Of these the Continuation School has already been discussed, and only a reference is needed to it here for the sake of making complete the list of extension activities.

Deaf

The Oral School for the Deaf has continued its highly valuable work, now past its twenty-fifth year of usefulness, and under expert teachers is giving language to the deaf of the city.

Blind

The School for the Blind has likewise maintained its excellent work for its pupils.

Defectives

The Special School for Defectives has now completed the fourth year of its work, having been organized on January 4, 1909. During the past year there were 105 children enrolled. At the opening of the present school year an additional class was formed, thus enabling us to have what we had so much needed—a trained kindergartner to take charge of the children who are mentally the least developed. With this group we have used with some success the Montessori material and methods.

Boys

The older boys and girls who have been with us several years show progress which makes us feel that the work is worth while. Nearly all have shown improvement in the regular school branches, although the greatest advance has been made in the manual and domestic science work. Some of the results here compare favorably with those of normal children of similar age. The girls have made many useful garments, as well as decorative pieces such as doilies, table runners, centerpieces, etc. They have also had training in housekeeping and practical home cooking. The boys have taken into their homes a number of useful pieces of woodwork—tabourettes, tables, shelves, knife boxes, picture frames, spice cabinets, etc.

Girls

The work of the girls leads directly to the power of self-maintenance, and as we keep most of our children until they are sixteen or more years of age this is an important consideration. Some similar preparation should be attempted for the boys through the introduction of simple industrial training. Ninety-five per cent of the children who have left us are employed in factories.

Clinic

This year the Psychological Clinic at the University has been established. Once a week children who are now in the special classes and all applicants for entrance to such classes are submitted to a series of carefully selected tests. Results of such tests are recorded and filed, and will become a part of the personal history of each subject. These tests are preceded by a physical examination made by the Chief Medical Inspector. The recent opening of a well-equipped laboratory in connection with the Board of Health will make possible a more thorough physical diagnosis.

Training Course

There has also been provided a course of training for teachers of special classes. One period each week is spent in the laboratory in the study of mental tests, the members of the class acting in turn as experimenter and subject. Another period is given to lecture work upon the history, classifications and treatment of mental deficiency. This work is supplemented by practical teaching in the special classes and in training in the various kinds of hand work used.

Location

Our most immediate necessity is a suitable location for the school. Experience teaches that these children do best when segregated in numbers large enough to make classification possible. We should have a school in one of the suburbs easily accessible by street car, with grounds large enough for raising small vegetables and for outdoor games. The best physical training could be obtained by work in such a garden, while much practical manual training could be utilized there. Here, too, a day camp for the anaemic children of the school might be established and provision made for the care of several badly neglected cases.

Two special classes for defective children are also maintained, one at Chase School and one at Columbian School. In each case an expert teacher deals most successfully with a group of fifteen to twenty children.

Retarded Classes

The Retarded Department of the First Intermediate School began the school year 1911-12 with six classes—two Third Grades, two Fourth Grades, and two Fifth Grades. The lower Third Grade was very little better than a Second, and some of the children have made very little progress. About the middle of the year seven of this class were promoted to the Fourth Grade. At the close of the school year twelve were promoted to Fourth Grade, while ten were assigned Third Grade work for the next year. From the upper Third Grade one was sent back to lower Third, one sent up to Fourth. With this class both Third and Fourth Grade work have been done, and fifteen entered Fifth Grade and fourteen entered Fourth Grade.

The children of the lower Fourth Grade have covered all of Third Grade and most of Fourth Grade work, and of this class about twenty-two were promoted to lower Fifth Grade. During the year five were sent back to Third Grade, and two were sent to upper Fourth Grade. In the upper Fourth Grade the pupils have covered Fourth Grade and most of Fifth Grade work.

Ten of this class were promoted to Sixth Grade, and nine to Fifth Grade. During the year two were sent to Fifth Grade, six were sent to lower Fourth Grade, and two were sent to Third Grade.

In the lower Fifth Grade a review of Fourth Grade work was necessary, and in addition all of the Fifth Grade was covered. Ten were promoted to Sixth Grade, and fifteen to upper Fifth Grade. From this class two were sent back to Fourth and eight sent to upper Fifth Grade. Of the upper Fifth Grade nine were promoted to Sixth Grade before December, three boys being sent back to Fifth Grade because of misconduct. Five were received from Sixth Grade, and of these two had to be sent to Fourth Grade. This class reviewed Fifth Grade work and took Sixth Grade work. Thirteen were sent to Seventh Grade and eight to a regular Sixth Grade.

From all the classes were taken incorrigibles, truants, defectives, etc., six being sent to Boys' Special School, six to School for Defectives, one to the House of Refuge and two were removed by Juvenile Court. Nine were given work certificates.

Industrial Work

Two rooms were devoted to industrial work. In addition to this a five-room flat was rented at 848 Clark street. Here the Fifth Grade girls worked from 10:45 until 2:45, the upper Fifth Grade girls doing housework and cooking from 10:45 until noon. Four days a week they served Luncheon to some of the teachers of the school, serving on an average four teachers a day, but as many as ten were served at a sitting. On Wednesday no cooking was done, as that was "laundry" or "wash day." From 1:45 to 2:45 the lower Fifth Grade girls worked at the flat, sewing most of the time, occasionally having a lesson in general housework and cooking.

Record of Progress

Several children have made considerable progress since entering the Retarded School, but the prize pupil is a Sicilian boy. At the age of four years Frank was brought to America. When the family came to Cincinnati the father worked for the city in a suburb. Having no Truancy Department to keep the boy in school, he ran wild most of the time. The family came to the West End, and in 1910 Frank entered our Third Grade, sent here because of his age, twelve years. He came to school under protest, very often the truant officer going to his home and bringing him in. His teacher said he knew nothing of the work, but as we had no Second Grade she kept him in, and did the best she could. In a very short time he was leading the class, and for the rest of the year he held first place, making Third and part of Fourth Grade. In September, 1911, he entered the upper Fourth Grade, completed that, did some Fifth Grade, was sent into the Sixth Grade March 11, and in June was promoted to Seventh Grade. This boy has practically made six grades in two years.

Special classes for overage children have also been established at the First District and Raschig Schools.

Rapidly Moving Class

The work of Miss Unrich during the second year with a superior class of the Eleventh District School brought results even more gratifying than those of the preceding year, because of the age of the pupils dealt with, the class containing many of those for whom it is generally conceded the schools are relatively inefficient. Among the members of the class were seventeen Seventh Grade pupils who thus undertook Seventh and Eighth Grade work, thirteen Sixth Grade pupils who, if possible, were to accomplish Sixth and Seventh Grade work, and two unclassified. During the year three withdrew, one permanently and two to go elsewhere, where each was promoted to an advanced class.

Advantages

For these pupils, the majority of whom were boys, the advantages in this class were numerous. First, the flexibility of the course and its adaptation to their varying individual needs solved the perplexing problem of maintaining intellectual interests and creating a taste for school work. Second, the removal of all artificial disciplinary restraints awakened and developed in each a sense of responsibility toward himself and others—a feeling of self-appreciation and a realization of selfhood—which manifested itself first in a very regular attendance; second, in the sincerity and willingness with which all assigned tasks were performed and the voluntary assumption of duties and responsibilities other than those set apart for him; and third, the absolute honesty and trustworthiness displayed in the execution of tasks when not under surveillance.

Method

The effort on the part of the teacher to make all subjects vital and significant, so far as lay in her power, was amply rewarded by increased interest, by quickened and stimulated activities, and by a broadened intellectual horizon which enabled many of the pupils to penetrate to a depth of understanding which even few maturer minds reach. Third, the purposeful arrangement of the program each day, prevented in a great measure, the usual mental dissipation, and served as a co-ordinating force in the learner's mind. Fourth, and not least among the advantages gained, was that arising from the social or family relations existing among the various class members, as also between teacher and individuals. This relation removed the last vestige of self-consciousness so obvious in pupils of this age and so frequently a menace to free self-expression, and, therefore, to a full development of potentialities. In brief, it was the aim of all work to train the mind in as broad a way as possible; to give to each, as far as possible, a power of discernment which would enable him to grasp new situations and see their bearing upon the larger problems of life; to develop intellectual alertness and a capacity for independent action, and to secure his best endeavor in the performance of all duties, thus barring frivolity and superficiality.

Results

Each of the pupils succeeded in accomplishing two years' work in ten months, aside from the incalculable and abiding gain in efficiency and self-direction accruing to him.

First Intermediate School

In the First Intermediate School also a class of exceptionally bright pupils accomplished all the work of the Sixth Grade and a part of the Seventh Grade. This class will complete the remainder of the Seventh Grade and all of the Eighth Grade work during the present school year.

BOYS' SPECIAL SCHOOL.

Character of Work

The Boys' Special School has been more successful than usual in the character of the work and its effect upon the boys. The number remaining until the end of the year was greater than ever before. This was due to the fact that the school had, to a considerable degree, removed the boys' dislike for school. However successful the school may be in this, it does not prevent the greater number from going to work just as soon as the law releases them. This quitting school to go to work is caused almost entirely by poverty. The parents are not able to give the boy the spending money he needs to pay for the amusements which every normal boy wants and must have. They can not afford to give him the clothing he begins to want about the time he reaches the age of fourteen years. The ordinary street occupations of selling papers, running errands, etc., do not bring in enough, and he goes to work for three or four dollars a week. If some plan could be devised whereby the boy could earn money by selling the work of his own hands which the school could teach him to make, it might help to solve the problem.

Home

The Detention Home is doing a work that the home too often fails to do. In teaching the boys to be polite and to consider the rights of others, to be clean and neat, to obey orders, to be helpful about the house, to tell the truth, to keep their word and respect the property rights of others, it is impressing lessons which will stay with them.

Needs

No doubt the greatest need of the school is playgrounds. It seems too bad to take boys whose only way of expressing themselves is through their physical activities and send them to school where there is no play space at all. The ideal place would be a large space where they could have the activities and interests of the farm and garden, with the care of animals. Almost all of the delinquency found among city boys can be traced to lack of "things to do" which are helpful.

BOYS' SPECIAL SCHOOL, 1911-12.

Total enrollment for year			130
Committed by the Superintendent		93	
Committed by the Juvenile Court		37	
Average monthly belonging		65	
Average daily attendance		62	
Per cent of attendance, 95.			
Remaining at close of school year		83	
Withdrawn before the end of school year		47	
(a) On work certificate	11		
(b) Moved out of city	8		
(c) *Transferred to other schools	8		
(d) Committed to institutions	13		
(e) Reached age limit—sixteen years	7		

* This does not include pupils sent to other schools in September before enrollment begins.

Detention Department:

Paroled and attending school	17
Sent to Refuge and Lancaster	4
Went to work	2
Moved out of the state	1
Reached age limit—sixteen years	1
Held until close of school in June	12
Total	37

Foreign Class

The Foreign Class at the Sixth District School is taught by a very expert teacher. During the year there were enrolled 68 pupils, 48 boys and 20 girls. The average age of boys was 12 years and 8 months; of the girls, 11 years and 7 months. Ten pupils withdrew, two to go to work, and the rest were thus disposed of:

	Average Age Years	Average Age Months
Placed in Sixth Grade, 6	14	8
" Fifth Grade, 8	13	9
" Fourth Grade, 14	12	8
" Third Grade, 18	10	8
" Second Grade, 7	9	9
" First Grade, 4	9	4

An average number of days in school to earn promotion for the boys was 68 days; for the girls, 93 days.

Open Air School

The Open Air School for Anaemic Children opened January 2, 1912, with a staff consisting of a teacher, a cook and a nurse. The first two of these were provided by the Board of Education, the cook being a graduate Domestic Science teacher. A school room had been erected on the roof of the First Intermediate School. Within a few days the full quota of pupils, twenty-five, had been admitted, these being in the Second, Third and Fourth Grades. In June, 1912, twenty-one of these were promoted to the next grade. One who had entered as a Second Grade pupil was promoted to the Fourth Grade. Three failed to qualify for promotion

In September, 1912, seventeen of the twenty-five were readmitted and the eight vacancies were filled by applicants recommended by Assistant Health Officer Peters. Four grades are now maintained, the Fifth being represented in addition to the other three.

The following statistics show the progress of the work.

TABLE XVII.

OPEN AIR SCHOOL.

January 5 to June 21, 1912.

Average weight per pupil upon entrance, January 5, 1912	47.5 lbs.
Average weight per pupil upon entrance, June 21, 1912	52.4 lbs.
Average gain per pupil	4.9 lbs.

Greatest gain in weight: Male, 8.75 lbs.; female, 12.25 lbs.

1	pupil	gained	12 lbs.
4	"	"	8 lbs. each
3	"	"	7 lbs. each
2	"	"	6 lbs. each
3	"	"	5 lbs. each
3	"	"	4 lbs. each
2	"	"	3 lbs. each
11	"	"	less than 3 lbs. each.

September 10 to December 23, 1912.

Average weight per pupil upon entrance, September 10, 1912	54.8 lbs.
Average weight per pupil December 23, 1912	56 lbs.
Average gain per pupil	1.2 lbs.

Greatest gain in weight: Male, 2.25 lbs.; female, 3.75 lbs.

Average gain in weight of fifteen children present in both terms, 4.22 lbs.

Average daily temperature in Cincinnati, 1912 (Degrees Fahrenheit):

Jan.	Feb.	Mar.	Apr.	May	June	Sept.	Oct.	Nov.	Dec.
22	26.7	37.8	56.9	66.2	80.2	70.9	59.1	45.8	37.2

	Per cent
Attendance during January and February	95.2
Attendance during First Term	94.4
Attendance during Second Term	97.5
Attendance Sherman School, January to June 23, 1912	95.7

Class Average of Pupils in Open Air School.

January 5 to June 21, 1912.		*September 10 to December 23, 1912*	
Conduct	83.9	Conduct	83.5
Effort	84.8	Effort	77.7
Proficiency	79.9	Proficiency	71.1

Branch Hospital

A school is also maintained by the Board of Education for the children at the Branch Hospital for tubercular patients. This class is housed in a building which can be opened on all sides, and the work is done entirely in the open air.

CORRECTIVE SPEECH FOR STAMMERERS.

Stammerers

In the fall of 1912 a beginning was made in instruction to correct defective speech. An expert teacher was sent to all the elementary schools to investigate all children who had any speech difficulties. A complete list of such pupils was made and a program arranged by which the teacher was sent to seven schools, which were made centers for the work. About fifty pupils were handled each day, with results which were, in many cases, truly remarkable. A similar class of adults has been conducted at the Peaslee Night School.

THE WIDER USE OF THE SCHOOL PLANT.

There has been, for some years, work in the Cincinnati schools which falls under the classification now rather generally used, *The Wider Use of the School Plant.* Here will be considered Night Schools, Vacation Schools, Summer Academic School, Playgrounds, Gardening and Social Use of School Buildings.

Night Schools

The night school has maintained its high character, and has reached a great host of people. The January enrollment is as follows:

HIGH SCHOOLS.

Academic Department:

East Evening School	656	
West Night School	215	
Washington Night	80	
		951

Commercial Department:

East Evening School	597	
West Night High	284	
Washington	87	
Hill Top	24	
		992

Spanish Department:			
East Evening School	66		
West Night High	23		
Washington	11		
		100	
Industrial—Men:			
East Evening School	425		
West Night High	37		
Washington	20		
Women:			
East Evening School	655		
West Night High	193		
Washington	225		
Douglass	45		
Hill Top	24		
		1,624	
Total High School			3,667

ELEMENTARY SCHOOLS.

Academic Department:			
West	200		
Douglass	66		
Peaslee	172		
Washington	108		
Hill Top	30		
		576	
Foreign Classes:			
Sherman	325		
Hill Top	12		
Washington	24		
Peaslee	77		
		418	
Stammering:			
Peaslee		33	
Industrial—Men:			
West	27		
Douglass	..		
Peasless	..		
Washington	22		
		47	
Total Elementary School			1,074

GYMNASIUM CLASSES.

East	942		
West	140		
Hill Top	126		
Washington	226		
Douglass	43		
		1,477	
Total Number			6,218

High Schools.	Per cent
Academic Department	14
Commercial Department	16
Spanish	2
Industrial	26
	58

Elementary Schools.	Per cent
Academic Department	9
Foreign	7
Gymnasium	24
	40

Industrial and Stammering less than 1 per cent each.

Vacation Schools

The Vacation Schools were conducted for five weeks, beginning immediately after the regular term closed. The statistics are as follows:

	Boys' Classes	Girls' Classes	Kindergarten	Enrollment	Average Attendance
First Intermediate	304	424	60	788	438
Washington	289	305	50	644	386
Webster	350	400	50	800	375
Douglass	110	300	20	430	230
Jackson	81	112	40	233	145
*Third Intermediate	....	....	60	60	30
†Eleventh District	....	111	....	111	46
Totals	1,134	1,652	280	3,066	1,650

* Girls from Webster School attended sewing and millinery classes at Third Intermediate, hence the only enrollment at the Third was in the kindergarten class.

† There was but one class at the Eleventh District, a girls' sewing class.

New Centers

Washington and Webster vacation schools have proved themselves much needed centers, and will, without doubt, be more largely attended next year. The parents were enthusiastic in their support, and were not slow in expressing their satisfaction and delight over the solution of the troublesome question of what to do with their children when the school houses are closed to them during the summer time.

Douglass

We were somewhat disappointed in the matter of attendance at the Douglass School, the re-opened center on Walnut Hills, but, under the circumstances, the attendance was not so small as to be discouraging. No doubt the fact that the population in the neighborhood of the school is a constantly shifting one had much to do with it, the parents not realizing what the vacation school work really is. There was enthusiasm enough, however, and much fine work was done.

The teachers of millinery and cooking at the Third Intermediate were members of the Webster School teaching corps.

Third Intermediate

The larger girls of the school spent two entire mornings per week there, the two teachers alternating with each other in the matter of classes. The Kindergarten class there was made up of children from the immediate neighborhood and was fairly well attended.

Eleventh District

The sewing-class at the Eleventh District school was one of the best features of the whole session. The establishing of such a class in the school seemed to be responding to a real desire on the part of the mothers in the neighborhood. The enrollment speaks for itself, and the average daily attendance is gratifying. There were four groups of girls, Mondays and Wednesdays being devoted to the first two groups, Tuesdays and Thursdays to the other two. There is a fine field for such work in the neighborhood of the school, and another arrangement next year may make possible the organizing of more than four groups. There was an excellent display of the work shown on closing day, July 25.

Regular Centers

At the First Intermediate and Jackson School matters were most encouraging. There was no flagging attendance at either school, nor was there any lack of enthusiasm on the part of either workers or children. From the Jackson School as the gathering place, from thirty to forty children were sent each day to Douglass School, one of the Douglass teachers taking care of the children until they arrived at their destination. The object of this experiment was not only to give the children daily breath of better air and a free enjoyment of beautiful surroundings, but to stir within the hearts and minds of their parents some desire for the betterment of their own condition.

Exhibits of Work

Much valuable work was done, many pretty and useful articles were made by the children and given into their possession, and, because of the good attendance, there was very little waste of material. We did not advertise exhibits of articles made because we felt that the children at work were the best exhibit to show. However, there were several fine exhibits, one at the mothers' meeting at the First, one at a like meeting at the Washington, and another at the mothers' meeting at Webster. The Douglass display was very fine, and reflected credit not only upon the children, but upon the excellent teaching and guidance that had been given by those in charge of the work.

Outings

The usual Friday outings were indulged in, but only once were all the schools brought together at Harvest Home Grounds on July 12. On the other Fridays the schools went their several ways, College Hill, Burnet Woods, Eden Park and Mount Echo Park responding to their needs as they required them. An added pleasure this year was the attendance of many mothers upon these occasions.

Mothers' Meetings

Each school had at least one formal meeting of the mothers, with the exception of the Douglass. However, the safe and sane Fourth celebration there and the entertainment given on the evening of July 25 brought out mothers in considerable numbers and fathers as well.

Cost.

Salaries	$3,934 00
Supplies	650 00
Total	$4,584 00

Average attendance, 1,650.
Cost per pupil, $2.71½.

Summer Academic School

The Summer Academic School is for pupils who have failed in promotion because of weakness in one or two subjects, or who have a desire to strengthen themselves in some subject. During the session of 1912 work was done in Grades Four to Eight, and in all four high school grades. Special classes of exceptionally bright or overage pupils were formed in both the elementary and high school grades, and 136 out of 141 pupils thus gained promotion.

The total enrollment was 1,301, of whom 237 were in high school and 1,064 in the elementary grades. There were 248 withdrawals (21 high school; 227 elementary), and of the 1,053 remaining, 918 were promoted (189 high school; 729 elementary). There were 42 teachers (12 high school; 30 elementary), and the cost of the school was as follows:

	Total Cost	Per Capita on Average Daily Attendance
Elementary	$3,095 00	$3 42
High school	1,533 50	7 30
	$4,628 50	

Playground

The playground work has already been reported upon (page 67), and further reference to it is unnecessary here.

GARDENING.

Gardening

In the spring of 1912 arrangements were made by Superintendent Dyer, and approved by the Board of Education, by which home and school gardening was begun. A class of forty teachers were put under the instruction of Professor Vernon Lantis, of the University of Cincinnati, and a demonstration garden established for this class upon the University campus. This class continued for a term of ten weeks. It served to give the teachers practical instruction, on individual plots, in the selection of vegetables and flowers for specific locations; the methods of preparing soil and of fertilizing it; of arranging the beds and planting the seeds; of cultivation, protection from insects and marketing. The idea underlying this course was to give each student, through actual experience, a practical knowledge of how gardens should be planted and tended.

Summer of 1912

The actual work of supervising the children's work was undertaken in the summer of 1912 by twenty regular teachers who had received training in the class. These supervisors cared for pupils in twenty school districts, chiefly in the downtown section of the city. They made approximately 4,340 visits, on each of which help was given to the child or his parents. All the supervisors spoke of the summer's work with enthusiasm, and felt that an excellent beginning had been made.

Women's Club

This first effort of the public schools in the field of gardening profited greatly by the work which had been done in previous years under the auspices of the Civic Department of the Cincinnati Women's Club. The chairman, Mrs. George B. Kerper, had given unsparingly of her time and effort, and had been ably seconded by Mr. Leon D. Peaslee, who supervised the work during the several summers. A large part of the good which will come from the gardening work in our schools is due to the efforts of these two and their helpers.

During the present school year two classes for the training of teachers for garden supervision are being conducted by the University.

Professor Benedict

Professor Harris M. Benedict, in a course on "The Evolution of Our Common Plants," is giving a series of thirty lectures on the human associations which have become clustered about the so-called common plants during the ages in which they have been a part of man's daily life; what tribes first discovered them and began their cultivation; how through exploration and commerce they spread to distant lands, modifying customs and commerce and themselves being modified and improved; what folklore associations and religious meanings gradually gathered about them; what parts they play in the homes and commerce of the nations of the world today.

The history and evolution of plants in the following groups will be given:

1. Plants grown for their seeds: The cereals, peas and beans, nuts, coffee, etc.

2. Plants grown for their fruits: Orange, apple, strawberry, tomato, pepper, etc.
3. Plants grown for their leaves and stems: Forage plants, lettuce, celery, asparagus, etc.
4. Plants grown for their roots and tubers: Potatoes, beets, chicory, radish, etc.
5. Plants grown for their fibres: Cotton, flax, hemp, etc.
6. Plants grown for shade and ornament: Shade trees, shrubs, flowers, etc.
7. Plants grown for medicinal purposes: Witchhazel, hoarhound, etc.

Mr. Lantis

A course in gardening is being conducted by Mr. Lantis at the University. This course consists of one hour lectures and quiz per week and two and one half hours laboratory work per week, and will continue through the school year. During the fall lecture work was on plant physiology, laying the foundation for the discussion to follow. The remainder of the year is to be spent upon flower, vegetable and fruit gardening, and the theories and practices thereto. Among the topics are: Soils and Soil Fertility; Location, Preparation and Arrangement of Gardens; Plant Propagation, Cultivation and Irrigation; Disease and Prevention; Harvesting and Care of Fruits and Vegetables; Selection of Fruits and Vegetables; Greenhouses, Hotbeds, Cold-frames, Window-boxes and the Like; The Value of Gardening in Public Schools; Methods of Presentation in Same; Relation to Other Subjects in the Curriculum; History of the School Garden Movement and its Progress in Other Cities. If time permits, some closely allied topics may be taken up, such as the Usefulness of the American Toad; The Value of Birds to the Gardener, and the like.

The field work will begin with the harvesting and care of crops, markets, selection and care of seeds (both vegetable and flower), taking up plants for winter blooming, starting cuttings for stock, making and caring for window-boxes, planting bulbs for spring blooming, winter protection of hardy plants, constructing hotbeds and cold-frames, and reparation of soil for spring work. If time permits, a study of weeds and their dissemination will be made.

During the cold weather the laboratory and field work will consist of simple experiments in plant physiology, care of house plants, study of greenhouses and methods employed in same, seed testing and, on the more pleasant days, the study of trees in their winter condition; care of trees, pruning and grafting.

As the winter passes, the planting and care of hotbeds and cold-frames, making and caring for seed-boxes, transplanting trees and shrubs, planting seeds of fruit and shade trees and care of seedlings, preparation of soil, fertilizing, plant propagation, making and caring for lawns and the like will be taken up.

The field work will be concluded by planting and caring for garden plots, making flower beds, preparation and application of fungicides and insecticides, and the lifting and care of bulbs for spring blooming.

The ultimate aim of the work is the betterment of the child and the improvement of his surroundings. Therefore, throughout the entire course, emphasis will be placed upon the practical, and the work will be presented in such a way that it can readily be adapted to use in our public schools. Simplicity will be sacrificed only for the sake of accuracy.

This work is of so great value in itself, and affords such an excellent avenue of approach to the home, that it is hoped there will be ultimately at least one supervisor in each school district. It is believed that such work will appeal to many teachers because it gives outdoor work of practically a recreational character after school. It is intended that this shall be a permanent movement to co-operate with all the other agencies in the general cleaning up and beautification of the city. It is agreed by educators that such a movement will help the children to be morally clean, intellectually alert, and physically healthful by becoming permanently interested in nature.

Social Use

The social use of school buildings includes the use of the auditoriums, the gymnasiums, the halls or the class rooms for various gatherings of school and community organizations. This has involved practically every building in the city, in some instances for several evenings each week. There is, beside, the extensive use of the buildings for more direct educational purposes, as outlined in the preceding part of the report. All in all, the schools have been in quite general and constant use.

CO-OPERATION.

Service

The spirit of all educational work in this day is that of service. School authorities hold a responsible trust from the people, and desire to discharge this responsibility efficiently. A display of the work of the school system was prepared and installed at the Municipal Budget Exhibit in October, where it attracted marked attention. At the beginning of this report are tables which show the cost of the work done in the schools. The community has been generous in its support of the schools, and is entitled to know that real progress has been made, and that greater progress is possible.

In this work there has been the spirit of co-operation—a spirit which has united with the school officials all the public agencies and many other organizations of the city. The praise for what has been done belongs, in no small degree, to these outside the school system proper. The following statement of the service of the Public Library is typical of that given by all these organizations and by many individuals.

Co-Operation

Library

The course of twenty-five lectures and practice exercises on the use of the library was again given during the year 1911-12, seven teachers receiving credit for completing the work. Of the 117 class-room libraries sent to schools in Hamilton County, forty-eight went to schools within the city limit. In addition, there were five larger collections known as school libraries. Of special interest was the work done at the North Fairmount School, where the women of the community distributed the books, and at the Central Fairmount School, where the pupils were trained to act as librarians. The branch library in the Westwood School grew in usefulness to the school and to the community at large, and another branch established in the Douglass School promises to fill a need in the colored district on Walnut Hills.

A bulletin entitled "Special Privileges Extended to Teachers" was printed in the fall for distribution at the Teachers' Institute, where there was also a display of books with a librarian in charge. Instruction on the use of the library was again given to pupils in the class rooms of the schools and in the neighboring libraries, and a closer co-operation with teachers and pupils was elsewhere reported. Four hundred and forty-five teachers' cards were issued during the year, making a total of 1,185 now in use. Books were also sent to the public playgrounds in the school yards, and the library was closely affiliated with the Vacation and Summer Schools and with the Continuation Schools.

It is with the desire to engage even more largely the help of every possible agency in the great common work of education that the public school system engages in its labor. In this spirit of co-operation is the hope of future accomplishment. It will be a future in which Board of Education, Superintendent and teachers, pupils and community unite to bring about the common good of all.

Respectfully submitted,

EDWARD D. ROBERTS,

Assistant Superintendent of Schools.

YEAR 1912-1913.

UNION BOARD OF HIGH SCHOOLS

OFFICERS

Charles G. Comegys	President
Charles Gregory Smith	Vice-President
William Grautman	Secretary

MEMBERS.

DELEGATES FROM THE BOARD OF EDUCATION.

John Schwaab	10 Temple Bar
Charles Gregory Smith	224 Dorchester avenue
Fred. L. Hoffman	1001 Second National Bank Building
S. B. Marvin	N. E. Cor Fourth and Central avenue
Edward J. Durr	613 Epworth avenue
Emil Pollak	2648 Stanton avenue
Charles A. Corry	1316 Main street

DELEGATES FROM THE WOODWARD FUND.

A. B. Bode	4230 Langland avenue
J. Shroder	1320 Union Trust Building
Charles G. Comegys	907 Commercial Tribune Building
A. D. Shockley	63 Wiggins Block
J. M. Withrow	22 West Seventh avenue

DELEGATES FROM THE HUGHES FUND.

R. D. Barney	Glenway avenue, Wyoming, O.
Charles H. Stephens	1501 First National Bank Building

Office: Third Floor, City Hall.

TABLE No. IX.

Showing Amount Paid for Tuition in the Several Schools, Whole Number Enrolled, and Average Daily Attendance.

SCHOOLS	Amount Paid for Tuition	Whole Number Enrolled	Average Daily Attendance
1st District	23,760 07	1,126	877
5th District	12,306 75	683	326
6th District	26,844 52	1,374	1,021
11th District	29,641 16	1,473	1,136
12th District	19,185 75	983	673
14th District	15,543 49	668	496
16th District	22,406 30	932	730
20th District	19,183 87	912	702
22d District	19,244 38	683	534
23d District	23,030 75	910	779
25th District	15,450 86	609	479
28th District	17,273 44	702	568
30th District	22,048 38	842	747
Avondale	22,510 62	866	724
Bloom	19,102 00	877	656
Bond Hill	6,020 50	196	173
Carthage*	11,122 87	527	450
Chase	19,209 88	771	610
Central Fairmount	11,196 63	496	395
Clifton	14,215 75	549	454
College Hill	8,870 00	409	339
Columbian	19,668 62	706	597
Douglass	16,741 75	763	543
Evanston	13,065 25	574	474
Fulton	9,402 62	405	271
Garfield	21,214 91	833	671
Guilford	15,030 48	693	485
Harrison	10,819 88	431	342
Highlands	10,978 63	461	357
Hoffman	21,136 38	748	627
Horace Mann	11,603 65	465	392
Hyde Park	21,588 76	1,003	824
Jackson	19,849 98	993	708
Kirby Road	17,507 86	768	643
Lincoln	17,873 37	774	599
Linwood	10,390 00	382	318
McKinley	13,906 88	624	516
Madisonville*	27,138 75	1,099	913
Morgan	20,570 58	917	664
North Fairmount	12,285 24	462	412
Oyler	18,245 48	777	612
Raschig	20,864 25	931	661
Riverside	14,888 75	566	475
Sayler Park*	5,860 00	238	184
Sherman	23,149 61	1,163	814
Vine	13,897 13	590	489
Washington	27,542 38	1,136	937
Warsaw	9,784 13	356	296
Webster	20,684 15	951	753
Westwood	18,007 37	813	676
Whittier	17,426 75	693	552
Windsor	18,511 13	710	561
Winton Place	12,423 50	462	369
First Intermediate	28,239 87	1,215	921
Third Intermediate	14,236 00	536	448
Fourth Intermediate	18,514 75	647	551
Totals	$971,216 81	41,473	32,624

TABLE IX—Continued.

SCHOOLS	Amount Paid for Tuition	Whole Number Enrolled	Average Daily Attendance
Hughes High School	88,811 13	1,605	1,407
Walnut Hills High School	50,637 25	534	466
Woodward High School	84,318 00	1,317	1,047
High School Totals	$223,766 38	3,456	2,920
Night Schools	9,316 50	3,293	....
Night High Schools	31,659 50	5,664	....
Night School Totals	$40,976 00	8,957	....
Oral School and School for Blind	6,065 25	64	50
Drawing Department	10,614 62	44,685	32,624
Music Department	17,050 50	44,685	32,624
Writing Department	7,624 00	44,485	32,624
Physical Training Department	14,012 99	44,685	32,624
Manual Training, including Domestic Science.	30,656 01	12,172	11,812

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* In these schools a few high school students are included.

TABLE No. X.

Medical Inspection.

SCHOOLS	Number of Visits by Medical Inspector	Number of Pupils Examined by Inspector	Number of Pupils Excluded by Inspector
1st District	83	1,002	42
5th District	73	221	11
6th District	190	1,018	53
11th District	130	389	19
12th District	64	920	21
14th District	75	195	4
16th District	70	847	38
20th District	80	443	4
22d District	76	447	11
23d District	67	336	10
25th District	78	154	16
28th District	73	283	15
30th District	72	269	3
Avondale	77	459	5
Bloom	70	345	29
Bond Hill	3	36	14
Carthage	27	324	....
Chase	56	392	97
Central Fairmount	67	270	30
Clifton	73	255	10
College Hill	3	7	....
Columbian	80	656	30
Douglass	74	672	18
Evanston	77	505	137
Fulton	66	773	21
Garfield	44	394	30
Guilford	63	303	28
Harrison	22	220	8
Highlands	76	925	17
Hoffman	132	172	12
Horace Mann	99	74	8
Hyde Park	70	247	6
Jackson	71	1,224	21
Kirby Road	48	219	36
Lincoln	76	1,171	33
Linwood	41	232	3
McKinley	43	585	5
Madisonville	56	239	21
Morgan	80	717	25
North Fairmount	80	156	....
Oyler	42	243	2
Raschig	77	400	30
Riverside	17	51	5
Sayler Park	....	....	....
Sherman	67	413	32
Vine Street	185	203	9
Washington	67	212	101
Warsaw	80	517	12
Webster	88	436	36
Westwood	76	191	19
Whittier	78	1,117	24
Windsor	78	431	51
Winton Place	10	413	24
First Intermediate	61	47	5
Third Intermediate	42	69	5
Fourth Intermediate	78	184	4
Totals	3,851	23,008	1,219

TABLE No. XI.

Showing the Number of Teachers Employed and the Amount Annually Paid for their Services, from the Opening of the Common Schools in Cincinnati, in 1830, to the Close of the Year Ending June, 1911.

YEARS	Average No. of Teachers	Amount Paid Teachers
For the year ending June, 1830	22	$5,196 51
For the year ending June, 1831	23	7,936 57
For the year ending June, 1832	28	7,911 13
For the year ending June, 1833	29	6,408 26
For the year ending June, 1834	30	8,371 09
For the year ending June, 1835	43	8,648 43
For the year ending June, 1836	44	11,430 48
For the year ending June, 1837	47	14,099 05
For the year ending June, 1838	53	15,846 37
For the year ending June, 1839	64	19,901 10
For the year ending June, 1840	63	19,604 35
For the year ending June, 1841	59	18,594 82
For the year ending June, 1842	70	18,505 12
For the year ending June, 1843	76	20,091 70
For the year ending June, 1844	78	20,979 62
For the year ending June, 1845	86	23,927 82
For the year ending June, 1846	96	25,020 50
For the year ending June, 1847	97	26,499 50
For the year ending June, 1848	127	35,378 35
For the year ending June, 1849	137	38,462 96
For the year ending June, 1850	148	46,834 28
For the year ending June, 1851	157	50,856 51
For the year ending June, 1852	160	57,356 94
For the year ending June, 1853	193	64,025 96
For the year ending June, 1854	222	86,151 78
For the year ending June, 1855	225	96,945 78
For the year ending June, 1856	222	98,821 75
For the year ending June, 1857	240	103,707 44
For the year ending June, 1858	252	133,284 54
For the year ending June, 1859	282	139,510 04
For the year ending June, 1860	317	147,437 45
For the year ending June, 1861	341	156,231 54
For the year ending June, 1862	348	146,703 50
For the year ending June, 1863	355	159,566 16
For the year ending June, 1864	373	186,271 06
For the year ending June, 1865	373	216,165 30
For the year ending June, 1866	384	240,798 26
For the year ending June, 1867	396	290,027 42
For the year ending June, 1868	418	311,435 96
For the year ending June, 1869	439	336,536 22
For the year ending June, 1870	450	368,312 33
For the year ending June, 1871	507	*418,229 81
For the year ending June, 1872	510	*419,713 18
For the year ending June, 1873	513	*420,225 35
For the year ending June, 1874	510	437,891 26
For the year ending June, 1875	545	*470,844 36
For the year ending June, 1876	579	*476,053 56
For the year ending June, 1877	587	*509,307 71
For the year ending June, 1878	604	*523,735 67
For the year ending June, 1879	633	530,596 62
For the year ending June, 1880	628	522,030 61
For the year ending June, 1881	650	534,376 69
For the year ending June, 1882	659	549,343 22
For the year ending June, 1883	680	561,669 71
For the year ending June, 1884	696	567,352 68

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* Includes the amount paid for tuition in the night schools, but the number of teachers in the day schools only is given.

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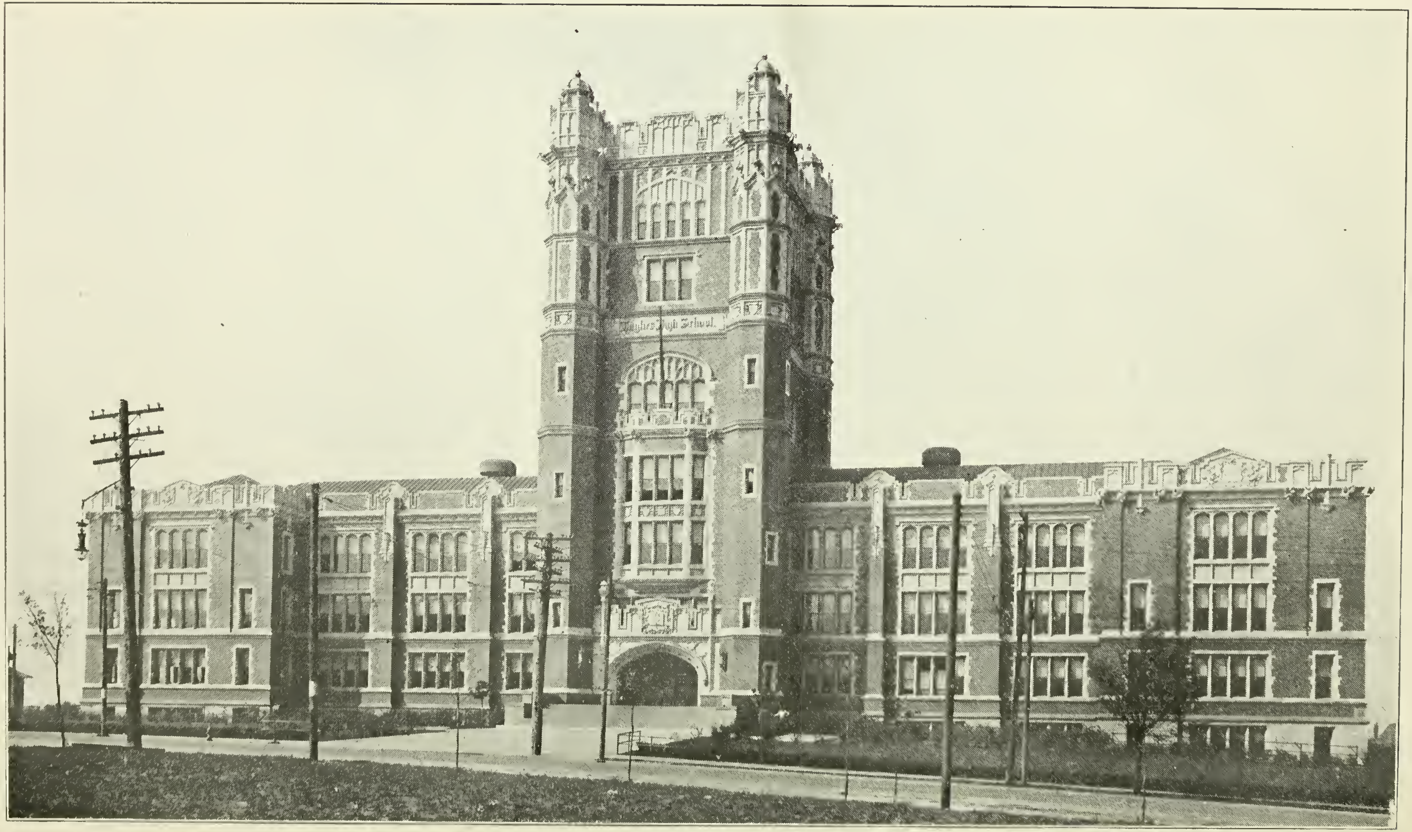

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Cincinnati Public Schools

EIGHTY-FOURTH

ANNUAL REPORT

FOR THE

SCHOOL YEAR ENDING AUGUST 31, 1913

CINCINNATI
1914

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BOARD OF EDUCATION OF THE SCHOOL DISTRICT OF CINCINNATI, FOR THE YEAR 1913.

MEMBERS OF THE BOARD.

Gustav L. Krieger	4808 Central avenue, Madisonville
John Schwaab	1622 Dexter avenue
L. A. Burrell	857 Beecher street
S. Edwin Hamilton	1212 E. Third street
Chas. A. Corry	1328 Sycamore
Robt. E. Coghill	Saxony Building
Fred C. Schlueter	1416 Elm street
W. E. Lewis	409 E. Fifth street
Chas. Gregory Smith	224 Dorchester avenue
Ferd. Zuenkeler	82 Atlas Bank Building
Wm. F. Hess	421 Southview avenue
Anton Berger	2720 Scioto street
Samuel Ach	Forest and Washington avenues
Christian Erhardt	834 York street
L. J. Fogel	708 Clinton street
Reinhart W. Pagels	823 W. Eighth street
John Gigos	1241 Richmond street
Raphael W. Miller	631 W. Seventh avenue
Wm. H. Gibson	Washington avenue, Delhi
Bernard J. Hausfeld	1043 Sunset avenue
Jas. F. Clayton	1614 Freeman avenue
J. C. Evans	2948 Colerain avenue
James G. Fisk	4405 Innes avenue
W. C. Tooker	3475 Boudinot avenue
Edward J. Durr	613 Epworth avenue, W. P.
A. D. Shockley	3027 Werk Road
Emil Pollak	2648 Stanton avenue
John M. Withrow	2923 Reading Road
M. Edith Campbell	Reading road and Lexington avenue

ALBERT D. SHOCKLEY, President.

JOHN SCHWAAB, Vice-President.

UNION BOARD OF HIGH SCHOOLS

YEAR 1913-1914

MEMBERS.

DELEGATES FROM THE BOARD OF EDUCATION.

John Schwaab	10 Temple Bar Building
Charles Gregory Smith	224 Dorchester Avenue
Edward J. Durr	613 Epworth Avenue
Emil Pollak	2648 Stanton Avenue
L. J. Fogel	708 Clinton Street
Jas. F. Clayton	1614 Freeman Avenue
J. C. Evans	2948 Colerain Avenue

DELEGATES FROM THE WOODWARD FUND.

A. H. Bode	4230 Langland
J. Shroder	1320 Union Trust Building
Charles G. Comegys	907 Commercial Tribune Building
A. D. Shockley	63 Wiggins Block
J. M. Withrow	22 West Seventh Street

DELEGATES FROM THE HUGHES FUND.

Charles H. Stephens	1501 First National Bank Building
Kennon Dunham	2503 Auburn Avenue

OFFICERS.

Charles Gregory Smith	President
August H. Bode	Vice-President
William Grautman	Secretary

FINANCIAL STATEMENT

Cincinnati, O., September 1, 1913.

To the Honorable, the Board of Education of the School District of the City of Cincinnati:

Gentlemen—Herewith I submit to your honorable body a statement of the receipts and expenditures of the Board for the fiscal year ending August 31, 1913:

Balance September 1, 1912		....	1,082,494 02
RECEIPTS			
Taxes:			
Balance August, 1912, settlement	532,630 58		
In full for February, 1913, settlement	1,029,827 98		
On account for August, 1913, settlement	645,000 00		
		2,207,458 56	
Interest on school funds		39,823 97	
Woodward rents		8,907 72	
Hughes rents		2,600 00	
Foreign tuition		9,462 30	
Examination fees		547 50	
Hartwell School District, cash balance		1,127 91	
Pleasant Ridge School District, cash balance		917 23	
Pleasant Ridge School District, for interest coupons		171 75	
Fernbank School District, cash balance		51 61	
Oakley School District, cash balance		2,340 40	
Oakley School District, for interest coupons		455 00	
Sale of old buildings		930 50	
Sale of Kirby Road School lots		4,620 00	
City of Cincinnati, damages for widening Livingston st.		725 00	
Rent of school property, including auditoriums		439 96	
Sale of bonds, premiums and accrued interest		363,670 48	
Miscellaneous sales by Business Manager Handman		1,906 39	
Refunder of janitors' wages: J. J. Bronnert, $28; Peter Zenz, $80; John Snodgrass, $55; C. H. Wolf, $75; B. J. Lemming, $100; Minnie Albers, $20		358 00	
Carl Ziegler, supervisor, refunder of deductions		111 13	
C. M. Ullrich, “ “ “		15 00	
John H. Carson, principal, “ “		3 37	
W. S. Strickland, “ “ “		5 50	
P. A. Johnston, “ “ “		16 25	
F. E. Crane, “ “ “		30 00	
Wm. E. Kenney, City Treas., “ “		3 50	
Refunded by principals: J. C. Heywood, $4.50; A. J. McGrew, $13.50; E. W. Wilkinson, $14.75; S. T. Logan, $4.50; C. J. Brooks, $7.87; U. D. Clephane, $4.12; A. Schwartz, $4.50; John Akels, $6.75; O. P. Voorhes, $1.75; J. B. Johnston, $2.25; Geo. F. Braun, $7.75; P. A. Johnston, $5; Eva Landman, $2.50; Jemima Allen, $2.75; Garnet Kraemer, $1.50		83 99	
Refunder of elevator inspection bill		2 00	
Refunder of telephone bill, Fourth Intermediate School		5 63	
Damage to desk and books at Oakley, $18.26; Carthage, $7.40		22 66	
			2,646,813 31
Transfer of funds		....	14,835 00
Total		....	$3,744,142 33

EXPENDITURES OF THE SCHOOLS

SCHOOLS	Supervision	Instruction	Furniture, Fixtures, Apparatus	Fuel and Light	Improvements and Repairs	Janitors	Rent	Totals
1st District	2,400 00	21,304 88	....	633 54	291 23	1,367 40	....	25,997 05
5th District	1,600 00	9,277 63	....	734 26	134 53	1,176 60	....	12,923 02
6th District	2,400 00	24,278 75	2,947 90	1,574 60	585 30	2,510 40	....	34,296 95
11th District (Washburn)	2,148 00	28,212 39	378 00	1,400 97	404 87	3,052 80	....	35,597 03
12th District	2,378 40	16,408 68	4 46	518 93	513 66	1,597 20	....	21,421 33
14th District (Sands)	2,394 00	22,129 64	8,331 33	2,262 39	1,429 33	2,971 90	....	39,518 59
16th District (Mt. Auburn)	2,385 60	20,596 75	1,116 00	977 73	1,040 28	2,226 00	....	28,342 36
20th District	2,397 00	17,726 52	....	370 86	522 59	1,287 90	....	22,304 87
22d District	2,400 00	16,698 89	....	887 58	747 18	2,114 70	....	22,848 35
23d District	2,400 00	21,391 26	3,280 50	939 79	721 43	2,846 10	....	31,579 08
25th District	1,900 00	13,586 00	....	197 03	231 89	1,367 40	....	17,282 32
28th District	2,400 00	14,921 63	527 40	298 29	194 10	1,489 50	....	19,830 92
30th District	2,256 00	19,747 62	....	768 00	248 52	1,780 80	....	24,800 94
1st Intermediate (Dyer)	2,400 00	28,136 24	3 00	1,379 27	837 62	3,307 20	....	36,063 33
2d Intermediate	....	....	....	935 33	368 12	1,220 70	....	2,524 15
3d Intermediate (Peaslee)	1,800 00	12,977 24	51 22	543 94	947 78	2,003 40	....	18,323 58
4th Intermediate	948 00	6,244 50	....	89 18	122 84	415 00	240 00	8,059 52
Avondale	2,200 00	20,252 14	....	1,122 16	1,454 59	2,846 10	....	27,874 99
Bond Hill	1,400 00	5,281 50	115 20	129 97	125 10	795 00	....	7,846 77
Bloom	2,400 00	16,465 12	....	557 82	528 24	1,335 60	97 50	21,384 28
Carthage	2,000 00	9,895 81	....	18 00	727 70	1,058 75	....	13,700 26
Chase	2,400 00	15,543 00	28 80	447 21	564 33	1,779 30	....	20,762 64
Central Fairmount	1,993 00	9,084 38	12 50	227 15	815 17	2,130 60	....	14,262 80
Clifton	1,900 00	12,614 50	....	448 01	332 19	2,337 30	....	17,632 00
College Hill	1,800 00	9,275 25	....	137 94	374 54	1,231 50	....	12,819 23
Columbian	2,400 00	17,293 87	5 25	631 94	4,219 34	1,812 60	....	26,393 00
Douglass	1,900 00	16,562 63	190 64	1,326 29	573 07	2,366 70	75 00	22,994 33
Evanston	1,881 00	11,457 29	....	415 98	1 165 39	2,019 30	....	16,938 96
Fulton	1,800 00	7,783 75	....	272 00	187 47	826 80	....	10,870 02
Garfield	2,378 40	18,113 07	....	1,048 13	865 23	2,029 50	....	24,434 33
Guilford	1,760 40	13,090 24	3,236 52	1,101 49	334 65	1,996 20	....	21,519 50
Harrison	1,794 60	8,601 25	3 00	339 34	1,220 94	1,538 70	....	13,497 83
Highlands	1,800 00	8,625 00	....	752 04	1,482 21	1,987 50	....	14,646 75
Hoffmann	2,400 00	18,477 08	....	340 21	1,153 46	1,520 00	....	23,890 75
Hyde Park	2,400 00	19,826 65	....	1,085 96	533 71	2,467 80	96 00	26,410 12
Jackson	2,289 60	16,418 00	....	757 42	869 16	1,272 00	....	21,606 18
Kirby Road	2,200 00	16,899 50	475 00	1,097 39	1,148 90	2,851 80	....	24,672 59
Lincoln	2,400 00	15,535 38	6 96	575 92	2,011 23	1,973 20	....	22,502 69
Linwood	1,700 00	8,823 50	....	268 05	2,812 48	946 80	....	14,550 83
McKinley	1,900 00	13,880 50	189 02	441 34	1,452 08	1,726 20	....	19,589 14
Madisonville	2,416 00	27,718 62	353 84	1,318 44	1,017 55	3,449 40	....	36,273 85
Mann	1,900 00	10,885 63	....	685 48	532 21	2,162 40	....	16,165 72
Morgan	2,277 60	18,140 88	130 96	1,344 19	2,127 56	3,033 90	....	27,055 09
North Fairmount	2,000 00	9,695 25	....	114 26	644 98	1,208 40	....	13,662 89

EXPENDITURES OF THE SCHOOLS—Continued.

SCHOOLS	Supervision	Instruction	Furniture, Fixtures, Apparatus	Fuel and Light	Improvements and Repairs	Janitors	Rent	Totals
Oyler	2,234 40	15,896 37		967 14	522 04	1,860 30		21,480 25
Raschig	2,400 00	19,658 75	1,919 50	423 37	3,417 32	1,510 50		29,329 44
Riverside	1,900 00	12,679 62		188 08	510 76	1,669 50		16,947 96
Sayler Park	1,600 00	5,642 75		219 08	168 05	1,003 70		8,633 58
Sherman	2,400 00	20,572 63		846 30	604 18	1,812 00		26,235 71
Vine	1,900 00	12,104 90	4,084 55	821 97	3,535 85	1,032 30		23,479 57
Warsaw	1,800 00	8,092 51		449 36	276 21	918 00		11,536 08
Washington	2,340 00	27,671 75	4 46	1,884 34	2,159 10	2,895 25		36,954 90
Webster	2,400 00	18,706 38		1,122 03	663 93	1,733 10		24,625 44
Westwood	2,200 00	16,356 12		897 21	1,126 27	2,830 20		23,409 80
Whittier	2,000 00	15,467 00		770 33	553 97	2,082 90		20,874 20
Windsor	1,900 00	17,294 13	13 50	682 69	537 14	1,446 90		21,874 36
Winton Place	1,900 00	10,962 25		812 77	188 99	2,432 70		16,296 71
Deaf Mute	1,194 00	4,546 50						5,740 50
Boys' Special	1,600 00	2,810 50						4,410 50
Special No. 3	1,200 00	6,200 38		627 25	237 16	1,177 50		9,442 29
Drawing	2,460 00	9,894 63						12,354 63
Music	2,460 00	15,885 00						18,345 00
Writing	2,460 00	6,465 99						8,825 99
Physical Training	2,460 00	14,278 61						16,738 61
Manual Training	1,900 00	18,287 63						20,187 63
Domestic Science	1,818 15	10,740 99						12,559 14
Kindergartens	1,534 50							1,534 50
German	2,463 00							2,463 00
College	12,033 24							12,033 24
Hughes	3,100 00	94,598 12	1,557 23	3,430 81	4,726 18	8,596 70		116,009 04
Woodward	2,576 60	91,930 25	1,631 66	5,859 38	4,035 33	8,363 40	312 72	114,709 34
Walnut Hills	2,899 50	44,965 75	599 57	1,230 31	492 26	2,082 90		52,270 29
Boys' Continuation		4,776 15	357 41					5,133 56
Girls' Continuation	1,691 50	20,429 30	690 12					22,810 92
Hartwell	1,666 00	10,532 77		440 90	187 49	842 40		13,669 56
Pleasant Ridge	1,953 00	9,560 00		1,112 76	208 76	1,379 35		14,213 87
Oakley	600 00	2,817 00		122 24	23 67	898 00		4,400 91
Playgrounds and Gardens	2,415 00	7,257 75	3,924 81					13,597 56
Vacation Schools	153 00	5,072 00	1,307 83					6,532 83
Refuge	1,600 00	1,435 00						3,035 00
Summer School	180 00	5,234 50						5,414 50
Night Schools	3,470 50	40,320 25				3,626 55		47,417 30
Superintendent of Schools	6,645 60							6,645 60
Assistant Superintendent of Schools	4,055 80							4,055 80
Social Centers	73 00	122 25						195 25
Totals	$183,934 39	1,299,144 89	$37,478 14	$54,424 14	$62,789 41	$133,663 10	$821 22	$1,772,255 29

EXPENDITURE 1912-1913—CONTINUED.

Amount brought forward		1,772,255 29
GENERAL ACCOUNT		
Furniture, fixtures and apparatus	14,626 08	
Stationery and supplies, printing	6,492 11	
Fuel and light	774 39	
Repairs, material, hauling, etc	24,599 74	
Text books	17,083 66	
Supplementary reading	5,821 34	
Renovation of text books, covers, etc	4,589 08	
Special School: Matron, boarding, transportation	2,059 66	
Kindergarten equipment and supplies	1,825 75	
Manual Training equipment and supplies	17,420 68	
Domestic Science equipment and supplies	10,172 74	
School for the Blind, transportation and supplies	940 73	
Gymnasium equipment and repairs	6,046 29	
Laboratory supplies	904 93	
Advertising	394 00	
Night School sundries	815 15	
School Teachers' Pension Fund	21,370 06	
Damages, account death of Albert Spitzer	1,000 00	
Enumeration of youth	1,517 00	
Graduation exercises	2,041 34	
Automobile for Superintendent of Schools	2,000 00	
Investigation of school-house contracts	2,352 09	
Expenses, selection of Superintendent of Schools	899 95	
Extra janitor service	1,571 09	
Transportation of pupils	1,072 37	
Tuition for pupils attending foreign schools	623 75	
Telephone service	2,332 49	
Lunch rooms	907 00	
Relief (Section 7777, General Code)	1,807 40	
Miscellaneous	5,240 22	
		159,301 18
ADMINISTRATION		
Clerk, Board of Education	3,000 00	
Deputy Clerk, Board of Education	2,000 00	
General clerk and stenographer	1,200 00	
Secretary, Union Board	600 00	
Sergeant-at-Arms	52 00	
Treasurer of School Funds	666 64	
Clerk, Superintendent of Schools	1,800 00	
Amount carried forward	$9,318 64	$1,931,556 47

Amount brought forward			9,318 64	1,931,556 47
Truant Officer and assistants			7,516 32	
Business Manager			4,500 00	
Superintendent of Buildings			3,500 00	
Clerk, Business Department			97 75	
Assistant Clerk, Business Department			1,500 00	
Custodian of Supplies and assistant			2,360 00	
Chief Engineer			1,800 00	
Chief Janitor			1,300 00	
Stenographers, Supt. of Schools and Business Dept			3,100 00	
Board of Examiners			1,000 00	
				35,992 71

BUILDINGS AND SITES

	Buildings	Sites		
Douglass	96 55	....	96 55	
Winton Place	268 56	....	268 56	
Pleasant Ridge	220 00	....	220 00	
Oakley	458 00	....	458 00	
Madisonville	672 80	....	672 80	
Central Fairmount	115 94	....	115 94	
Warsaw	2,268 20	....	2,268 20	
Hyde Park	11,841 36	....	11,841 36	
Sixteenth District	5,698 04	....	5,698 04	
Bloom	2,522 58	607 28	3,129 86	
Guilford	130,727 89	....	130,727 89	
Fifteenth District	60,701 12	....	60,701 12	
Fourteenth District	83,481 95	....	83,481 95	
Vine Street	....	9,037 27	9,037 27	
	$299,072 99	$9,644 55	$308,717 54	308,717 54

BONDS, INTEREST AND SINKING FUND

	Bonds	Interest		
Cincinnati	38,545 00	125,235 00	163,780 00	
Madisonville	4,450 00	6,860 00	11,310 00	
Riverside	2,600 00	490 00	3,090 00	
South Bend	700 00	340 00	1,040 00	
Carthage	500 00	62 50	562 50	
College Hill	500 00	512 50	1,012 50	
Sayler Park	500 00	170 00	670 00	
Warsaw	....	350 00	350 00	
Winton Place	5,000 00	250 00	5,250 00	
Hartwell	2,900 00	992 50	3,892 50	
Pleasant Ridge	....	3,566 25	3,566 25	
Bond Hill	4,000 00	720 00	4,720 00	
Oakley	....	3,292 50	3,292 50	
	$59,695 00	$142,841 25	$202,536 25	202,536 25
Transfer of funds			....	14,835 00
Total			....	$2,493,637 97
Balance August 31, 1913			....	$1,250,504 36

Respectfully submitted,
William Grautman, *Clerk.*

STATEMENT OF RECEIPTS AND EXPENDITURES

FROM JANUARY 1, 1913, TO DECEMBER 31, 1913

	Dr.	Cr.
TUITION FUND		
Balance January 1, 1913	271,023 99	
Receipts during the year	1,265,970 86	
Disbursements during the year		1,520,134 17
Balance December 31, 1913 *		16,860 68
Totals	$1,536,994 85	$1,536,994 85
* Against this balance there are certifications in the amount of $7,500.		
CONTINGENT FUND		
Balance January 1, 1913	256,915 96	
Receipts during the year	480,557 71	
Disbursements during the year		586,022 90
Balance December 31, 1913 †		151,450 77
Totals	$737,473 67	$737,473 67
† Against this balance there are certifications in the amount of $107,175.		
BUILDING FUND		
Balance January 1, 1913	767,374 11	
Receipts during the year	16,020 00	
Disbursements during the year		248,015 96
Balance December 31, 1913 ‡		535,378 15
Totals	$783,394 11	$783,394 11
‡ Against this balance there are certifications in the amount of $512,938.80.		
BONDS, INTEREST AND SINKING FUND		
Balance January 1, 1913	101,141 22	
Receipts during the year	120,290 00	
Disbursements during the year		202,645 00
Balance December 31, 1913 §		18,786 22
Totals	$221,431 22	$221,431 22
§ This balance to be used for payment of interest on bonds issued in 1914.		

ESTIMATED TAX DUPLICATE OF THE SCHOOL DISTRICT OF CINCINNATI FOR 1913

$535,000,000.

TAX LEVY, 3.40 MILLS.

BONDED DEBT SEPTEMBER 1, 1913.

TITLE OF BONDS	No. of Bonds	Amount of Bonds	Rate of Interest Percent	Interest Payable	Principal Payable	Option
Riverside	13	$1,300 00	5	June & Dec.	$1,300 an'ally	....
“	16	1,600 00	5	May & Nov.	700 an'ally	....
“	12	6,000 00	5	Mar. & Sept.	500 an'ally	....
Warsaw	14	7,000 00	5	Mar. & Sept.	1,000 an'ally	....
Bond Hill	10	4,000 00	6	Feb. & Aug.	Aug. 1, 1923	....
Bond Hill	10	4,000 00	6	June & Dec.	Dec. 23, 1923	....
Winton Place	10	5,000 00	5	Mar. & Sept.	Sept. 1, 1913	....
South Bend	12	1,200 00	5	May & Nov.	$100 annually	....
South Bend	11	5,500 00	5	June & Dec.	500 annually	....
Sayler Park	8	4,000 00	4	May & Nov.	500 annually	....
College Hill	20	10,000 00	5	Apr. & Oct.	500 annually	....
Carthage	2	1,000 00	5	Apr. & Oct.	500 annually	....
Hartwell	13	1,300 00	5	Oct. & Apr.	200 annually	....
“	17	1,700 00	5	Dec. & June	200 annually	....
“	9	4,500 00	5	Feb. & Aug.	1,500 annually	....
“	59	5,900 00	5	Oct. & Apr.	400 annually	....
Pleasant Ridge	40	20,000 00	4½	Feb. & Aug.	Aug. 17, 1929	....
“	3	1,500 00	4½	Apr. & Oct.	Apr. 1, 1916	....
“	100	50,000 00	4½	Jan. & July	Jan. 2, 1949	....
Oakley	160	80,000 00	4	Mar. & Sept.	Mar. 14, 1950	....
“	50	25,000 00	4½	Nov. & May	Nov. 1, 1950	....
“	10	500 00	4½	Apr. & Oct.	Apr. 1, 1952	....
Madisonville	70	35,000 00	4	May & Nov.	May 11, 1930	....
“	12	6,000 00	4	Feb. & Aug.	Feb. 24, 1932	....
“	5	2,500 00	4	June & Dec.	Dec. 29, 1936	....
“	100	50,000 00	4	Mar. & Sept.	Mar. 14, 1938	....
“	50	25,000 00	4	Apr. & Oct.	Oct. 3, 1938	....
“	100	50,000 00	4	Mar. & Sept.	Mar. 27, 1939	....
“	6	3,000 00	4	Feb. & Aug.	Aug. 23, 1940	....
Cincinnati	500	250,000 00	4	Mar. & Sept.	Sept. 1, 1936	Sept. 1, 1906
“	1	42,500 00	3½	Mar. & Sept.	Sept. 1, 1936	Sept. 1, 1906
“	500	50,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
“	100	50,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
“	60	30,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
“	67	33,500 00	3½	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
“	200	100,000 00	3½	May & Nov.	May 1, 1945	....
“	300	150,000 00	3½	Apr. & Oct.	Oct. 16, 1945	....
“	500	250,000 00	3.65	June & Dec.	June 25, 1946	....
“	400	200,000 00	4	Nov. & May	Nov. 26, 1946	....
“	500	250,000 00	4	Apr. & Oct.	Apr. 13, 1948	....
“	400	200,000 00	4	Mar. & Sept.	Sept. 8, 1948	....
“	600	300,000 00	4	Mar. & Sept.	Mar. 30, 1949	....
“	360	180,000 00	4	June & Dec.	June 21, 1949	....
“	500	250,000 00	4	Mar. & Sept.	Mar. 28, 1950	....
“	480	240,000 00	4	June & Dec.	Dec. 5, 1950	....
“	600	300,000 00	4	June & Dec.	Dec. 4, 1951	....
“	700	350,000 00	4	Apr. & Oct.	Oct. 21, 1952	....

SCHOOL EXPENSES, CINCINNATI, 1834 TO 1913, INCLUSIVE.

FISCAL YEAR ENDING IN	Total Expenses	Teachers' Salaries	Number teachers employed.	Number enrolled pupils......	Number pupils in av'ge daily attendance....	Cost per pupil —total enrollment on total expenses.......	Cost per pupil —av'ge daily attendance on total expenses.	Cost per pupil —total enroll-m't on teachers' salaries...	Cost per pupil —av'ge daily attendance on teachers' sal's	Average annual salaries — all teachers included ....
1834	$28,175 35	$8,371 09	30	2,300	1,800	$12 25	$15 65	$3 63	$4 65	$279 00
1835	27,544 87	8,648 43	43	2,400	1,500	11 47	17 77	3 60	5 60	201 00
1836		11,430 48	44							
1837		14,999 05	47							
1838	23,222 66	15,846 37	53	2,900	2,400	8 00	9 68	5 46	6 60	299 00
1839	22,003 99	19,901 10	64	4,480	2,500	4 91	8 80	4 41	7 96	310 00
1840	24,956 48	19,604 35	63	5,057	2,604	4 93	9 59	3 87	7 52	311 00
1841	28,668 84	18,594 82	59	6,081	2,760	4 71	10 60	3 05	6 07	315 00
1842		18,565 12	70	6,975	3,033			2 66	6 12	265 00
1843	26,878 22	20,091 70	76	7,100	3,140	3 74	8 56	2 82	6 40	261 00
1844	29,436 60	20,979 62	78	8,248	3,726	3 56	7 90	2 54	5 63	268 00
1845	34,622 08	23,927 82	86	5,425	4,173	6 38	8 29	4 41	5 75	278 00
1846	35,491 38	25,020 50	95	9,835	4,480	3 60	7 91	2 54	5 58	263 00
1847	48,885 03	26,499 50	97	10,120	4,429	4 83	11 03	2 61	5 88	273 00
1848	58,636 57	35,378 35	127	12,000	5,044	4 88	11 62	2 78	7 01	278 00
1849	50,529 13	38,462 96	137	11,544	5,090	4 37	9 92	3 33	7 55	280 00
1850	67,884 30	46,834 23	148	12,240	5,362	5 54	12 66	3 82	8 73	316 00
1851	89,442 42	50,856 51	157	13,583	6,194	6 58	14 44	3 74	8 21	323 00
1852	103,712 92	57,356 94	160	15,435	6,980	6 71	14 85	3 71	8 21	358 00
1853	112,831 95	64,025 96	193	15,808	7,382	7 13	15 28	4 05	8 67	332 00
1854	115,689 22	86,151 78	222	16,809	8,141	6 28	14 21	5 12	10 58	388 00
1855	206,047 81	96,945 78	225	16,182	8,581	12 11	24 01	6 36	11 29	430 00
1856	181,777 44	98,821 75	222	16,673	8,803	10 90	20 64	5 92	11 21	445 00
1857	193,183 40	103,707 44	240	18,603	9,669	10 38	19 97	5 56	10 72	432 00
1858	203,616 81	133,284 51	252	17,999	10,546	11 31	19 30	7 40	12 63	528 00
1859	274,839 31	139,510 04	282	18,238	11,342	15 06	24 23	7 64	12 30	459 00
1860	230,834 14	147,437 45	317	20,892	12,537	11 04	18 41	7 05	11 76	465 00
1861	291 640 12	156,231 54	341	22,479	13,835	12 97	21 07	6 95	11 29	458 00
1862	212,294 46	146,703 50	348	22,520	14,624	24 39	35 53	13 21	19 34	818 00
1863	242,126 43	159,566 16	355	23,188	14,911	9 04	14 51	6 61	10 02	421 00
1864	279,750 00	186,271 06	373	23,518	14,963	10 44	16 23	6 88	10 70	449 00
1865	298,230 87	216,165 30	373	24,312	16,258	11 89	18 69	7 92	12 44	499 00
1866	322,050 58	240,798 26	384	24,898	16,835	12 29	18 31	8 89	13 29	579 00
1867	415,586 58	290,027 42	396	24,249	17,322	12 93	19 72	9 67	14 30	627 00
1868	504,059 21	311,435 96	418	26,352	18,476	17 13	23 99	11 96	16 74	732 00
1869	608,062 99	336,536 22	439	26,111	18,638	19 12	27 28	11 81	16 85	745 00
1870	680,054 06	368,312 33	450	27,875	19,140	23 28	32 62	12 88	18 05	766 00
1871	717 939 43	418,229 81	507	28,656	20,896	25 05	34 36	14 59	20 01	834 00
1872	746,027 03	419,713 18	510	27,617	20,048	27 01	37 21	15 19	20 93	822 00
1873	757,561 22	420,225 36	513	27,675	20,609	27 37	36 76	15 18	20 39	819 00

SCHOOL EXPENSES, CINCINNATI, 1834 TO 1913, INCLUSIVE—CONTINUED.

FISCAL YEAR ENDING IN	Total Expenses	Teachers' Salaries	Number teachers employed.	Number enrolled pupils......	Number pupils in av'ge daily attendance.....	Cost per pupil —total enrollment on total expenses.......	Cost per pupil —av'ge daily attendance on total expenses.	Cost per pupil —total enroll-m't on teachers' salaries...	Cost per pupil —av'ge daily attendance on teachers' sal's	Average annual salaries — all teachers included..........
1874	$733,029 56	$437,891 26	510	28,949	21,486	$25 32	$34 11	$15 12	$20 37	$858 00
1875	650,676 02	471,834 11	545	28,999	21,929	22 43	29 67	16 27	21 51	865 00
1876	725,020 78	493,525 27	579	30,115	22,420	24 07	32 33	16 38	22 01	852 00
1877	660,933 66	519,307 71	587	31,370	24,073	21 06	27 45	16 55	21 15	884 00
1878	699,587 76	523,735 67	604	32,276	25,062	21 67	27 91	16 22	20 89	867 00
1879	741,274 40	530,596 62	633	32,568	25,083	22 76	29 55	16 29	21 16	838 00
1880	687,193 71	531,024 88	628	33,654	26,049	20 41	26 37	15 77	20 38	845 00
1881	672,278 05	543,294 43.	650	33,770	26,244	19 90	25 61	16 08	20 70	835 00
1882	859,397 12	562,510 86	659	34,254	26,521	25 08	32 40	16 41	21 21	853 00
1883	769,399 25	569,936 76	680	34,388	27,049	22 37	28 44	16 57	21 07	838 00
1884	692,544 62	567,352 68	696	35,271	28,172	19 63	24 58	16 08	20 13	815 00
1885	762,954 44	575,595 15	706	35,436	28,082	21 50	27 16	16 24	20 43	815 00
1886	832,854 34	590,632 97	716	36,006	29,046	23 13	28 67	16 40	20 33	825 00
1887	846,171 03	603,976 40	734	36,466	28,762	23 69	29 41	16 56	21 00	824 00
1888	904,207 61	607,101 21	727	36,093	28,130	25 05	32 14	16 82	21 58	835 00
1889	926,642 76	613,697 81	747	36,636	28,949	25 47	32 23	16 75	21 18	821 00
1890	791,140 23	615,708 10	746	36,659	28,754	21 58	27 51	16 79	21 41	803 00
1891	705,187 41	615,147 94	766	36,990	29,099	19 06	24 23	16 63	21 13	803 00
1892	914,333 42	630,875 83	765	37,093	29,015	24 64	21 51	17 00	21 74	837 00
1893	986,312 76	641,288 41	760	37,648	29,634	26 19	33 28	17 03	21 64	843 00
1894	978,482 84	655,949 18	762	38,537	30,639	25 43	32 01	17 02	21 40	860 00
1895	975,433 51	679,358 28	822	39,903	31,926	24 44	30 55	17 02	21 28	827 00
1896	957,374 79	729,638 29	886	42,789	34,019	22 37	28 14	17 05	21 44	823 00
1897	1,161,721 99	761,698 34	916	43,458	35,237	26 73	32 96	17 52	21 61	831 00
1898	1,116,214 37	775,348 18	933	44,635	35,840	25 00	31 14	17 37	21 63	841 00
1899	1,004,930 02	795,860 57	995	44,792	35,992	22 43	27 92	17 24	21 45	827 00
1900	1,001,077 77	805,899 13	1,000	45,966	35,861	21 77	27 .91	17 53	22 44	805 00
1901	1,064,047 57	800,167 62	969	44,285	35,554	24 02	29 93	18 06	29 90	805 00
1902	1,184,701 61	806,677 63	919	44,458	34,979	26 64	33 86	18 14	23 06	832 00
1903	1,051,882 19	801,032 65	956	43,884	34,842	23 97	30 16	18 25	22 99	871 00
1904	1,086,770 57	813,003 12	1,005	45,583	35,597	23 84	30 53	17 83	22 84	808 95
1905	1,155,524 71	824,040 80	1,004	44,227	35,779	26 13	32 30	18 63	23 03	820 75
1906	1,642,245 76	860,118 44	1,017	42,812	33,373	38 35	49 20	20 09	25 77	845 75
1907	1,962,761 55	910,518 15	1,069	44,018	33,589	44 59	58 43	20 68	27 11	851 75
1908	2,372,407 28	1,015,268 31	1,106	43,927	34,085	54 00	69 60	23 10	29 78	917 95
1909	3,098,513 24	1,130,533 20	1,168	46,466	35,692	66 68	86 81	24 33	31 67	967 90
1910	2,813,121 45	1,210,792 31	1,213	47,454	37,847	59 90	74 32	25 51	31 99	998 18
1911	2,782,236 32	1,286,510 72	1,302	48,486	36,494	57 38	76 21	26 53	35 25	988 10
1912	2,478,063 76	1,393,539 69	1,501	53,886	41,826	45 98	59 25	25 84	31 32	928 40
1913	2,493,637 97	1,483,079 28	1,565	60,771	45,231	41 03	55 10	24 40	37 91	941 26

REPORT OF COMMITTEE ON FUNDS AND CLAIMS.

Budget for 1914.

December 29, 1913.

To the Board of Education:

Gentlemen—The Budget Commission having reduced the requisition for local taxes for the conduct and maintenance of the Cincinnati Public Schools for the year 1914 from $2,980,960 to $1,826,181, it behooves this Board to make all possible reductions in its appropriations for expenditures for the year.

Your Committee on Funds and Claims has given the matter careful consideration, and reduced the several items of expenditures to the lowest possible limit, yet showing a deficit of $124,949.55, which can only partially be overcome by practicing the strictest economy and curtailing or entirely eliminating some of the special work in Playgrounds, Gardening, Vacation Schools, Mothers' Classes in Continuation Schools, Private Gymnasium Classes and Social Centers. The original requisition for all purposes amounted to $3,213,206. The Budget Commission cut from the Tuition Fund the sum of $180,500; from the Contingent Fund, $324,725, and the entire amount for Sites and New Buildings, viz: $649,500; a total of $1,154,725.

Your Committee recommends that the following revised schedule for the year 1914 be adopted, and the amounts therein set aside for the first half of the year approved. For the second half of 1914 the amount available next June must be distributed according to the requirements of the several departments.

TUITION FUND.

	Original Requisition	Revised Schedule	First Half
Elementary Schools	$1,147,160 00	$1,111,970 00	$660,000 00
High Schools	287,010 00	290,750 00	170,000 00
Special School for Boys	5,400 00	5,675 00	3,000 00
Manual Training	27,280 00	24,700 00	15,000 00
Domestic Science	20,190 00	16,365 00	10,000 00
Continuation Schools	27,000 00	26,885 00	16,000 00
College for Teachers	16,000 00	12,100 00	8,000 00
Night Schools	50,000 00	45,000 00	25,000 00
Playgrounds	12,000 00	7,000 00	1,500 00
Supt. of Schools	10,000 00	10,000 00	5,000 00
Asst. Supt. of Schools	6,600 00	3,600 00	1,800 00
Gardens	7,000 00	3,000 00	1,500 00
Summer School	7,500 00	5,500 00	....
Vacation Schools	10,000 00	5,000 00	....
Extra compensation	....	4,500 00	4,500 00
Additional teachers	....	10,100 00	5,000 00
Home, hosp., defect., etc	27,820 00	....	....
Proposed increase	85,000 00	....	....
	$1,745,960 00	$1,582,145 00	$926,300 00

CONTINGENT FUND.

	Original Requisition	Revised Schedule	First Half
Janitors, Element. Schools....	112,000 00	$117,000 00	$60,000 00
Janitors, High Schools.......	19,000 00	19,000 00	9,500 00
Janitors, Night Schools......	3,500 00	3,500 00	2,000 00
Board of Examiners..........	800 00	800 00	400 00
Administration	40,000 00	39,000 00	19,500 00
Secretary, Union Board......	600 00	600 00	300 00
Gen. repairs, transportation...	70,000 00	60,000 00	30,000 00
Oiling, sprinkling streets......	2,500 00	2,000 00	....
Light and power.............	25,000 00	35,000 00	20,000 00
Furniture, old buildings......	10,000 00	5,000 00	2,500 00
Furniture, new buildings.....	10,000 00	10,000 00	....
Supplies	5,000 00	3,000 00	2,500 00
Boys' Special School.........	3,000 00	2,600 00	1,300 00
Social Centers	12,000 00	6,000 00	3,000 00
General apparatus	2,000 00	1,800 00	900 00
Music Department	2,675 00	2,100 00	1,100 00
Drawing Department	3,300 00	2,500 00	1,300 00
German Department	800 00	500 00	300 00
Hughes, sundries	2,000 00	1,600 00	800 00
Woodward, sundries	1,850 00	1,600 00	800 00
Walnut Hills, sundries.......	800 00	700 00	350 00
Hartwell, sundries	400 00	300 00	200 00
Madisonville, sundries	500 00	400 00	200 00
Pleasant Ridge, sundries.....	450 00	350 00	200 00
Vacation Schools	1,200 00	800 00	400 00
Stereopticon and slides.......	500 00	300 00	200 00
Manual Train., elementary...	7,500 00	6,500 00	3,500 00
Man. Train., High Schools...	8,100 00	7,000 00	3,500 00
Dom. Science, elementary.....	9,800 00	8,000 00	4,000 00
Dom. Science, High Schools..	1,700 00	1,500 00	750 00
Open Air School.............	3,500 00	1,000 00	500 00
Kindergarten	3,500 00	2,500 00	1,500 00
Supplementary Reading	6,000 00	4,000 00	2,000 00
Text books, elementary.......	16,000 00	14,000 00	7,000 00
Text books, High Schools....	6,000 00	5,000 00	2,500 00
Text books, renovation.......	5,000 00	4,600 00	2,300 00
Gymnasium, new equipment..	3,000 00	2,600 00	....
Gymnasium, old buildings....	1,000 00	1,000 00	500 00
Printing	2,500 00	2,000 00	1,000 00
Rent	800 00	800 00	500 00
School for the Blind..........	1,000 00	1,300 00	800 00
Night School, sundries.......	1,500 00	1,000 00	500 00
Cont. School, sundries.......	4,000 00	2,000 00	1,000 00
Playground equipment	2,000 00	1,400 00	700 00
Lunch rooms, wages, equip..	4,000 00	2,000 00	1,000 00
Advertising	600 00	400 00	200 00
Census	1,700 00	1,700 00	1,700 00
Lectures	1,000 00	500 00	500 00
Grad. exercises, day..........	1,500 00	1,500 00	1,500 00
Grad. exercises, night........	500 00	500 00	500 00
Miscellaneous	7,000 00	7,000 00	3,500 00
Fuel	35,000 00	35,000 00	30,000 00
Heating fixtures, eng. sup....	7,000 00	6,000 00	3,000 00
School Teachers' Pen. Fd....	20,000 00	18,000 00	9,000 00
Contingencies	20,000 00	20,000 00	10,000 00
	$511,075 00	$475,250 00	$251,200 00

BONDS, INTEREST AND SINKING FUND.

	Sinking Fund and Redemption	Interest	Total
Cincinnati	$40,784 00	$125,235 00	$166,019 00
Oakley	1,492 00	4,550 00	6,042 00
Riverside	2,600 00	360 00	2,960 00
Warsaw	1,000 00	350 00	1,350 00
South Bend	600 00	307 50	907 50
College Hill	500 00	487 50	987 50
Carthage	500 00	37 50	537 50
Sayler Park	500 00	150 00	650 00
Hartwell	2,500 00	635 00	3,135 00
Bond Hill	....	480 00	480 00
Madisonville	....	6,860 00	6,860 00
Pleasant Ridge	....	3,217 50	3,217 50
	$50,476 00	$142,670 00	$193,146 00

ESTIMATED RECEIPTS, 1914.

Net balance December 26, 1913		$53,591 45
State appropriation	$164,000 00	
Section 16	4,000 00	
Deaf Mute School	4,000 00	
School for the Blind	4,000 00	
Interest on deposit	40,000 00	
Hughes and Woodward rents	11,000 00	
Foreign tuition	8,500 00	
Examination fees	300 00	
Miscellaneous sales	3,000 00	
Kennedy Heights School District	7,000 00	
Local taxes	1,826,200 00	
		$2,072,000 00
Total available funds for 1914		$2,125,591 45

ESTIMATED EXPENDITURES.

Tuition Fund	$1,582,145 00	
Contingent Fund	475,250 00	
Bonds, interest and Sinking Fund	193,146 00	
		$2,250,541 00
Estimated Deficit		$124,949 55

Respectfully submitted,

EMIL POLLAK,
SAMUEL ACH,
ANTON BERGER, *Committee.*

SUPPLEMENTARY REPORT BY MR. POLLAK.

Honorable Board of Education:

In presenting to you the report of your Committee on Funds and Claims, I beg to call to your attention that the Board was able to take care of everything it had planned for the present year, and has a balance of $53,591.45 after transferring $10,000 for the overdraft in the building fund providing for interest and sinking fund on a new bond issue for 1914, and providing by certification for all the unpaid bills.

This balance, however, will apply to the needs in 1914, and after cutting out all contemplated extension work, will not only be absorbed, but a deficit of $124,949.55 is in sight at the end of the coming year.

It is true bonds can be and will have to be issued for new buildings and sites, but how to maintain these buildings and pay the increased tuition fund, as well as the increased sinking fund and interest charges is a matter for serious consideration.

The amount allowed by the Budget Commission out of local taxes is inadequate to carry on the school work efficiently. It is necessary to extend the usefulness of our schools; the public demand more and more each year, and to comply with this it requires more money instead of less, and unless some means are found, either by the change in the taxation laws or otherwise, our school system must suffer.

Formerly the Board of Education levied the necessary taxes, and although the laws permitted this Board to levy a maximum of 12 mills, the Board only levied 8.82 on the old valuation. The amount levied was final, and was certified by the County Auditor, who placed the same on the tax duplicate without any change. Many new buildings and sites have been bought out of taxes, and others out of the proceeds of bonds issued. All this is changed now. The Smith law permits of a maximum of 5 mills for school purposes, 5 mills for city uses and 3 mills for county purposes, but this aggregation of 13 mills must be equalized to be within the 10 mills limit. The Budget Commission gave the Board of Education only 3.40 in 1914, and 3.48 in 1913, although a special vote of the people permitted to levy a total of approximately 15 mills, including sinking fund and interest.

No bonds were issued in 1913 by this Board, as we provided in December, 1912, in advance, by selling 4 per cent bonds with a good premium, which provided for our wants in the early part of 1913. We have always been able to carry on our work efficiently until now, by carrying over a fair and ample balance in most of the funds, from year to year. All this is changed now, since the Budget Commission revised the School Budget. I desire to add this to the report of the Committee on Funds and Claims as a matter of information and record.

EMIL POLLAK,
Chairman Committee on Funds and Claims.

In Memoriam

"To live in hearts we leave behind
Is not to die."

In Active Service

Eckhardt Keller.............September 25, 1912
Teacher, Dyer School.

Matilda Speiser...............September 28, 1912
Teacher, Sands School.

John B. Scheidemantle.........December 7, 1912
Principal, Thirtieth District School.

May Cochnower..............December 26, 1912
Teacher, Guilford School.

G. W. Burns.......................June 15, 1913
Principal, Washington School.

W. C. Washburn..................June 23, 1913
Principal, Washburn School.

Louise Benninger..................July 30, 1913
Teacher, Morgan School.

Retired Teachers

Bertha Brabett.................October 5, 1912
Annie Brown....................January 3, 1913
Rachel Carson.......................April, 1913
John Goebel.........................May 7, 1913
Eliza Doll..........................June 2, 1913
Charles A. Sicking.................July 1, 1913

REPORT OF SUPERINTENDENT

REPORT OF SUPERINTENDENT

To the Honorable the Board of Education:

In accordance with the regulations of your Board, I herewith submit my first annual report.

The statistics are those for the school year, 1912-13, while my discussion of the problems and policies of the Department deals largely with those relating to the present year.

At the very beginning I wish to record my deep appreciation of the splendid organization, the high ideals, the wise plans, and the fine spirit left by my predecessor, Dr. Franklin B. Dyer. The schools of Cincinnati are, to a large extent an expression of his thought, leadership and personality. They are a monument to his integrity and ability. Simple, modest, genuine, whole-souled himself, he imparted these qualities to his work and his associates to such a degree that the schools and teachers of this city stand out with preeminent excellence. They are free from routine formalism; they are alive; they are interpreting life and are preparing directly for life, affording their pupils every possible opportunity to participate in life's activities while in school. I believe that educational values are being wrought out in the schools of this city, as in few other communities, in terms of industrial and social efficiency—in terms of better citizenship, of higher ideals, of a more abundant life, both for the children and the citizens. And this condition I attribute directly to the ideals and the leadership of Dr. Dyer—a leadership which found ready response in a city which from its earliest days has cherished high educational ideals.

If there have been periods when these ideals seem to have been forgotten, they are only the times when the city has been gathering strength for a new forward movement more pronounced because of the period of waiting.

From such a period in 1906, the city began to move forward with irresistible force. The expenditures increased nearly $500,000 over those of the previous year; the expenditure per pupil jumped from $32.30 to $49.20. During the next six years the expenditures increased 50 per cent while the average attendance increased 25 per cent; the expenditure per pupil increased from $49.20 to $59.25.

For the three years 1909, 1910, and 1911 the expenditures were even greater than in 1912.

The maximum was reached in 1909 when the expenditure per pupil exceeded $86, and the total was over $3,000,000.

I doubt if any other city has witnessed such an awakening; certainly none has manifested the determination to make up in so short a time for previous years of inactivity.

These years have meant an almost complete rehabilitation of the physical plant of the school system. New, beautiful and completely equipped school houses have replaced unsightly ones; spacious playgrounds have taken the place of cramped yards; assembly halls, gymnasiums, shower and plunge baths, manual training and domestic science rooms have appeared where none existed before. And while these physical changes were taking place the changes within the schools themselves were equally marked. Kindergartens, special schools for the blind, deaf, feeble-minded, retarded, anaemic and tuberculous were developed. Vacation and summer academic schools, gardening and supervised playgrounds appeared; continuation schools, industrial education, and art and music courses were organized; pre-vocational courses, vocational guidance, and a scientifically administered child labor bureau were developed; a merit system governing the appointment and promotion of teachers, and plans for professional study for all teachers in the service were adopted.

This is only an incomplete statement of what took place between 1905 and 1912. But it needs to be stated as a basis for understanding the present progressive spirit which is manifest, and as an assurance that the movement which was so auspiciously begun is to go forward to more complete accomplishment. For the finest thing about the whole situation is an entire absence of self-satisfied acceptance of results already obtained. What has been done is only an earnest of what is to be undertaken. The pace has been set, and there is no disposition to slacken it. "Forever alive; forever forward" is the spirit of the city with reference to education, as I have interpreted it during my year's residence here. There will be differences of opinion as to what constitutes real progress; there will be hesitation and careful deliberation; there will be actual refusal here and there to take the next step; but the city faces the future, buoyant and hopeful, and with a fixed determination that her schools shall be the best that money and thought and disinterested public service on the part of her officials can produce.

The Board of Education, the Superintendent, the teachers and all other officials and employees in the department hold their positions only that they may serve the people; that they may interpret and may express in action the ideals of the city.

What are some of these ideals and how may they be expressed? How may a community use its resources to produce an education that shall make for the highest social, industrial, economic and civic efficiency? In the following pages I shall try to answer some of these questions; to show what has been done, and to indicate what should be the next and succeeding steps in the realization of such a program.

You are referred to the reports of supervisors, principals and heads of departments for a detailed discussion of the respective departments and for statements relating to the same. I shall use in the body of this report only such features as may be necessary for the more general discussion.

Financial Considerations

The financial problem has been the most serious one with which we have been confronted during the year. The operation of the "Smith one-per-cent law" has seriously affected not only the schools, but all city departments.

A carefully prepared budget was considered and approved by the Committee on Funds and by the Board of Education, and was submitted in June to the Budget Commission. This called for an appropriation of $2,370,560 in the Contingent and Tuition Funds. It provided for a logical and reasonable extension of the work along lines developed during the past few years. The only unusual request was one for an appropriation of $91,500 for increases in the salaries of teachers and janitors.

The estimates and requests were not "padded;" they were based upon actual and carefully estimated conditions and expressed what, in the judgment of the Superintendent and Board of Education ought to be expended for the year 1914 if the schools were to go forward, and were to be maintained in accordance with the standards which had been established.

The Budget Commission eliminated all items for proposed improvements for which bonds could be issued amounting to $78,825; and the items for increased salaries; they also reduced the amounts requested for current expenditures by $142,840.

At the beginning of the year 1914 the Board was compelled to abandon all proposed extensions and to largely reduce the amount allowed for established work. After cutting to what seemed to be the lowest limit without seriously handicapping work already undertaken there existed a deficit of $125,000.

I submit in the following tables a series of statements which will help to make clear the seriousness of the situation.

TABLE I.

Showing the amount requested of the Budget Commission and the amount allowed by the Board of Education after eliminating all proposed improvements and cutting appropriations for existing work:

	Contingent	Tuition
Requested of the Budget Commission in June	$624,600 00	$1,745,960 00
Authorized by the Board of Education in December	475,250 00	1,582,145 00
Reduction	$149,350 00	$163,815 00
Reduction in amount requested for permanent improvements and increase in salaries	85,325 00	85,000 00
Reduction in current expenditures	$64,025 00	$78,815 00

TABLE II.

Showing amount allowed by Budget Commission for 1913 and by Board of Education for 1914:

Year	Contingent	Tuition	Total
1913	$576,275 00	$1,541,000 00	$2,117,275 00
1914	475,250 00	1,582,145 00	2,057,395 00

In round numbers, $60,000 less, allowed for 1914 than for 1913.

TABLE III.

Showing amounts expended in 1913 and amount allowed by Board of Education for 1914:

Year	Contingent	Tuition	Total
1913 (Expended)	$576,822 00	$1,520,134 00	$2,096,956 00
1914 (Allowed)*	475,250 00	1,582,145 00	2,057,395 00

A decrease of $39,561 in the proposed expenditures for 1914 over the actual expenditures for 1913.

In 1906 the schools began to take on new life and entered upon that period of expansion which has brought them to their high standard of reputation and accomplishment.

This expansion continued until the Smith law called a halt in 1912. I propose to show the results for the two periods,—1906-1911 and 1912-1914.

From 1906 to 1911, the increase in attendance amounted to 3,121—an increase of 9 per cent.

During the same period the increase in expenditures (contingent and tuition), amounted to $685,391, or over 36 per cent. The last school year shows an increase of nearly 5,000 in attendance over the previous year; while the attendance for the month of December (1914) showed a still further increase of 4,490 over the attendance for the same period one year ago. This indicates an increase of nearly 9,500 for the two years,—over 25 per cent.

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* NOTE.—It should be remembered also that the amounts allowed by the Board of Education were $125,000 in excess of the funds which had been granted by the Budget Commission.

Comparing the increase in expenditures and attendance for the two periods, we have these results:

TABLE IV.

	Increase		Per cent of Increase	
Years	Expenditures	Attendance	Expenditures	Attendance
1906–11..............	$685,391 00	3,121	36	9
1912–14..............	199,615 00	9,500	10	25

Comparing the years 1913 and 1914, we obtain these results: In 1913, the attendance increased 13 per cent and the expenditures a little less than 11 per cent. In 1914, the present attendance indicates an increase for the year of 11 per cent. The proposed expenditures show an actual decrease of nearly 2 per cent over the expenditures for the calendar year, 1913. Compared with 1912, we shall be called upon to provide education for 25 per cent more pupils with only 1-10 more money. To state it more concretely, we can buy only 88 cents worth of education this year for each dollar's worth obtained in 1912.

In passing it may be well to point out that there are substantial reasons for the increase in expenditures which seems to be out of all proportion to the increase in attendance from 1906 to 1911.

Besides the increased cost of living, which has affected school administration as well as general business and individual expenditures, there are four main reasons for the increase:

First—An increase in the teachers' salaries, which went into effect in 1907-8, and which has made itself felt in each of the succeeding years.

Second—The increased cost for the upkeep and administration of the modern buildings which have displaced the older structures.

Third—The high school attendance which increased from 1,761 to 3,252 during that period.

Fourth—The larger and more varied service which the schools are rendering the community. This last is the most important element of all. Continuation Schools, Industrial Education, Domestic Science, Manual Training, and Kindergartens; Special Schools or Classes for the Blind, Deaf, Tuberculous, Retarded, and Feeble-minded; Gymnasiums, Shower Baths, Swimming Pools, Assembly Halls, Social Centers, Gardening, Playgrounds and Vacation Schools: all cost money. They pay large dividends upon the investment but they add materially to the expense. The schools have been developed along these lines in response to an awakened demand; and any community once having accepted this larger program, would be unwilling to surrender it. But for the present year, at least, there is no possibility of extending any of these functions; and wherever possible, without serious loss, they must be curtailed.

Your Committee on Funds reported that even with the reduced Budget, the receipts for 1914—including all balances carried over from 1913—would be $125,000 less than the expenditure contemplated, under the Tuition and Contingent Funds. It will not be possible to reduce the expenditures lower without seriously affecting the work already undertaken.

In the Department of Instruction, I do not believe it will be possible to go through the year within the amount allowed. The closest estimate I have been able to make without adding a single teacher except to provide for the increased attendance in September, 1914, for the high and elementary schools, will call for $10,000 more than the amount allowed by the Committee on Funds.

Every effort will be made to economize where economy does not lead to waste; but there is a point in private business or public enterprise beyond which a limit in expenditure ceases to be economy.

The large increase in attendance during the past year and a half without a corresponding increase in the teaching force has lead to a serious congestion of classes in a number of schools. At present there are 71 classes with over 50 pupils in attendance; a number of these with over 60. Such an arrangement, instead of being a saving, is an actual expense. No teacher should be called upon to teach a class of this size. It inevitably leads to non-promotion and retardation of children who would make normal progress if taught in smaller classes.

The Superintendent should be in a position to appoint additional teachers, divide the largest classes, where there are rooms available, and assign assistants to teachers in charge, where this cannot be done. Two additional rooms are imperatively needed at the Oakley, Warsaw, Sherman and Thirtieth District Schools. Single rooms are badly needed in several other schools.

In July the Budget Commission assumed that there would be a balance of $200,000 at the close of 1913, which the Board could apply to current expenses for 1914.

The report of your Committee on Funds, adopted December 29th, showed that this balance amounted $53,591. If $200,000 had been available, it would have been possible to go through the year 1914 without a deficit—meeting existing obligations and at the same time providing for a limited amount of extension. But a difference of $150,000 between the balance assumed by the Budget Commission and the actual balance reported by your Committee, is altogether too large to be overcome by any process of readjustment in expenditure.

Additional kindergartens are desired by the community and should be provided, but they must wait for the present year. A large number of children scattered throughout the schools are physically and mentally handicapped and should be gathered into special classes, but their needs cannot be met at this time. All thought must be abandoned of extending the program in Gardening, Vacation Schools, Recreation, Music, Manual Training, Domestic Science, Special Classes for Overage Children, Industrial Education, Continuation Schools, Penny Lunches, and Social Centers; as well as the organizations of the Home-school, authorized by the Board in July, which I delayed opening until funds might become available for such a purpose.

We shall face the difficult problem without discouragement; carefully considering the necessity for each expenditure and trying to make every dollar yield the largest possible return. We must meet the situation as it is and must adjust ourselves to the unavaoidable. Some means must be devised, if possible, for meeting fixed charges and for carrying on existing activities without creating a deficit. Some steps must be taken also to secure relief from the restriction under the present law, for unless there is a large increase in the tax duplicate or some other way can be found by which the schools are to receive a larger share of the revenues, there will be presented a problem in 1915, the solution of which will be impossible.

Since writing the above, the Committee on Funds has attempted to meet the deficit by eliminating every possible expenditure which could be held up until 1915 and by reducing to the lowest limit expenditures for Playgrounds, Vacation Schools, Summer Schools, Social Centers, Continuation Schools, Manual Training, Domestic Science, Fresh Air Schools and many other features. Many of these activities are to be continued through the payment of fees for supplies and in some cases for tuition by those who attend. This has resulted in a further cut of $90,000, leaving a deficit of approximately $40,000. The Smith law permits a maximum allowance of 5 mills for the schools. The Budget Commission allowed 3.4. The schools of this city need somewhat over 4 mills. With this amount they can maintain the standard of their work and can make a reasonable expansion each year. They should receive this allotment, for their work is of fundamental importance and cannot be seriously restricted without injury to the city. When the cause of education suffers, the city receives a wound in its most vital part. We have no desire to take from any other department; we only ask—and we ask it for the present and future good of the city—that somehow there may be found and set aside for the schools a sufficient sum to enable them to do the work for which they exist and which is desired by all public spirited men and women in the community. Under the second reduction approximately $130,000 less will be expended in 1914 than in 1913.

As to Accommodations

The action of the Board in authorizing the Committee on Buildings to take the preliminary steps looking to the erection of a large elementary school to replace the Sherman and the Twelfth District Schools and the announcement of the purpose to follow this with the erection on the site of the Old Hughes of a downtown school largely for the benefit of colored pupils practically completes the building program for the basin of the city. The new Fifteenth District School will be ready for occupancy in September, 1914; the Bloom, the contracts for which have been let, a year later. The Geo. F. Sands and the new Guilford have been completed and fully occupied during the past year. These with the Dyer and Washburn and the new schools projected, will give a group of school buildings that cannot be duplicated in the thickly settled portion of any city with which I am acquainted. They represent the latest word in school architecture. In their location and adaption to the needs of the different sections they will without doubt afford accommodations for the downtown section for many years without material change. A careful survey of the number of school children by blocks indicates that the center of school population in the new district is in the vicinity of Sinton Park; and that a school placed on the lots now occupied by the Old Hughes and Jackson Schools would afford the maximum of convenience for the children who might wish to attend that school.

The adoption of this plan is especially fortunate, as it will permit the full use of our present buildings while the new houses are being made ready for occupancy.

The completion of the Guilford made it possible to abandon the Fifth District by distributing the pupils to the Guilford, Raschig and Jackson Schools.

Action has been taken looking to the enlargement of the Warsaw School which has been badly congested. Relief is also badly needed in the rapidly growing Oakley section, and in Hyde Park.

The annexation of the Kennedy Heights district brings into the city a small but prosperous suburb. They come in, too, with a new and well equipped school building that will afford ample

SANDS SCHOOL

accommodations in that section for several years. It is true that every district which has been annexed within the past few years has been a source of financial loss to the city district. There is, however, no disposition or desire on this account to in any way restrict the educational advantages offered in these schools. After annexation they are considered an integral part of the city and are furnished the same opportunities—the same grade of teachers—the same supplies and equipment as though they had always belonged to the city. The increasing demands upon the school funds and the increasing difficulty of obtaining these funds make it, however, increasingly difficult to meet all the requirements; and it is only natural that some sections of the newly annexed territory should feel that they are not receiving all they are entitled to because their schools are not speedily transformed. Their needs and desires must be considered and met along with the needs of the schools that for years have been a part of the city district. Equal and fair treatment will be accorded to all, but the older portions of the city must not be neglected to convince the newly acquired sections that they are to receive their just portion of the expenditures.

Another important building project which has been under consideration has had to do with increased high school accommodations. After careful consideration the Board accepted the united recommendations of all the communities which would be served by a school in the eastern end of the city and directed that condemnation proceedings be begun for acquiring the Erkenbrecher tract, so-called, on Madison road near Erie avenue. This is a most desirable tract of twenty-seven acres, admirably located with reference to the different sections to be served by a new high school. It is well adapted, too, to the new type of school which is proposed—a combination of academic and technical with an emphasis upon agriculture—and allied interests—a school which shall attempt to meet the varied needs of the community for a high school education in household, agricultural, mercantile and industrial occupations and at the same time afford a literary and academic education for those who wish such courses as an end in themselves or in preparation for related study in the College of Liberal Arts.

I have recommended that a group of buildings, adapted to the different purposes in view, be erected, instead of one large structure in which shall be housed all the varied interests. The grounds are adapted for all forms of out-door athletics and play, and for work, affording an opportunity through the landscape and other features for the creation of an ideal high school plant. That this might be more fully realized I recommended to the Union Board that a principal be appointed before steps are taken to embody the school in material form; that he consult with the architects and contractors while the buildings are being planned and erected, and at the same time be formulating plans of work, developing courses of study, and assembling a teaching staff, so that the school may begin its work with a well-defined purpose, with a plant especially adapted to such a purpose, and with a teaching staff selected with special reference to the work to be performed.

Cincinnati has the opportunity to do a large and distinctive piece of work in secondary education. The opportunity is too valuable to lose. At the proper time I shall urge the acceptance of such a plan and shall ask for authority to proceed in accordance with my recommendations.

Teachers

It may be accepted as a basic fact that the quality of the teaching staff in any community will afford an accurate measurement of the quality of the schools. The excellence of the Cincinnati Schools is measured by the excellence of its teachers. This is true today, it will be true in the future. That excellence rests upon the merit system of appointments and promotions which went into effect in January, 1906, and which with slight modifications is well calculated to produce the highest type of professional work on the part of the teachers.

At least five things are necessary for the development and maintenance of a strong professional body of teachers:

First—Those to be appointed should possess strong personalities, liberal and accurate scholarship, special professional training and sufficient experience to enable them to undertake the work with assurance of success. I should place the emphasis as to qualification in the order I have indicated; personality, scholarship, professional training, experience—no one of which should be lacking.

Second—Appointments should depend upon personal and professional ability—no other consideration should have any weight in determining selections.

Third—But it is equally important that after appointment, they should be stimulated and encouraged to continued growth, and to the development of increased power. This encouragement and stimulation should be of such a nature and should be so administered that they may help to conserve a teacher's productive ability for the longest possible period; for when teachers cease to grow they have begun to decline.

Fourth—There should be adequate recognition of meritorious service and professional growth by promotions to more responsible positions and by increased salaries.

Fifth—It is of equal importance that those who become indifferent to their work should not be continued in service; and that adequate provision should be made for the retirement of those who have rendered valuable service but who through age or waning power show marked decrease in teaching ability.

These five points are distinctly recognized in the merit system which has been in operation in this city for the past eight years.

This system provides for a high degree of qualification as a condition for appointment; that all appointments shall be made in the order of comparative merit; regular professional study is required after appointment as a condition for reaching the maximum salary; and the continuance of the maximum salary depends upon continued study. This plan provides also for promotions to the better paid and more responsible positions upon a basis of comparative merit and demonstrated fitness combined with professional study and growth.

The fine professional spirit; the freedom from self-seeking; the liberal education; the continuance of study; and striving after the best things which are prominent characteristics of the teaching force in this city are the direct results of this merit system, administered during these years with justice, and with an eye single to the public welfare. For, in the end, a merit system irrespective of its particular features depends for its effectiveness upon the integrity of those charged with its administration. A good system makes it easier for those who wish to do right, and more difficult for those who would do wrong. The system which was adopted in this city eight years ago has acted as a bulwark against those who have sought to obtain place and preferment upon any other basis than that of personal merit. It has been a source of encouragement to those who desire the best things and are willing to work for them, and it has acted as a stimulant to those who otherwise might have been indifferent or satisfied with less accomplishment.

Briefly, the essential features of the system are as follows:

The listing or ranking of all approved candidates in the order of their respective merits in two groups or lists.

List One—Contains the names of those who have had a college or university education, together with a certain amount of professional preparation; or, in lieu thereof, successful teaching experience.

List Two—Contains the names of those who are not college graduates—who, in addition to a high school education have had a certain amount of professional training; or, in lieu thereof successful teaching experience.

The appointments are to be made in the order of listing, but candidates on list one—the college group—are to have the preference over candidates on list two—the non-college group.

Those on list two are appointed only after list one has been exhausted. These lists are arranged twice a year, following the June and January examinations. The three elements which are taken into account are: Scholarship, professional preparation and demonstrated teaching ability. The first two are shown by college records and by examinations conducted by the City Board of Examiners; the last by a careful inspection of the class-room teaching of the candidates by two or more members of the staff of the Teachers' College, acting in co-operation with the supervisor concerned when an appointment relates to a department having a supervisor in charge. Only those candidates are listed whose college and professional records are satisfactory and whose teaching has been approved. What has been the result? There are in the service at the present time 321 teachers who have been appointed during these eight years in accordance with this system of examination, inspection and listing—31 in the high schools and 290 in the elementary schools. Of these appointments in the high schools all but one are college graduates, having been appointed from list one. In the elementary schools 195 are college graduates, and 95 from list two, not college graduates; while nearly all from both lists have had special preparation for the teaching profession in addition to their general education. Of the college graduates 181 have come from the University of Cincinnati—44 from other colleges. This statement does not include many others who have been appointed during these eight years who have subsequently left the service; nor does it include those who have been added to the force by the annexation to the Cincinnati District of the schools in which they were teaching at the time; nor those emergency appointments to fill positions after the regular lists had been exhausted.

The addition to the elementary schools in eight years of 195 college graduates, many of them wearing the Phi Beta Kappa key, is in itself a sufficient justification of the merit system—if such a justification were necessary—which it is not. But a high degree of scholarship and professional education and a method of appointment which is free from personal influence are not the only results of this system.

An equally noteworthy outcome has been the amount of professional study pursued by the teachers in service—by those appointed prior to 1906 as well as by those appointed since that time.

The rules require that the last increase in salary, viz.: from $950 to $1,000, is to be granted only to those teachers who have taken not less than eight courses of professional work subsequent to their appointment—a course consisting of not less than 24 hours of university or other study approved by the Superintendent. It is also provided that not less than one course every other year must be taken as a condition for continuing to receive the maximum salary. While these conditions for professional study are optional, yet all teachers have willingly met the conditions, which have powerfully stimulated professional growth, and have produced a fine professional spirit.

In an attempt to systematize the study to some extent and that I might pass more intelligently (in advance) upon the various courses which were proposed, and to make available for all teachers the information which would permit them to select their courses to the best advantage, I requested Dean Burris of the Teachers' College to prepare a bulletin setting forth the professional courses which would be open to teachers during the year 1913-14, indicating the nature of the course, its length and the time and place where it was to be given. It is proposed to follow this plan for next year and to draw the line a little closer with reference to the courses which may receive credit, and at the same time to undertake to secure a larger number of courses which will be of more direct value to the teachers in their work.

During the past year an unusually large number of vacancies have occurred calling for promotions to principalships and assistant principalships; from the elementary to the high schools; and from the position of instructor to that of teacher in the high schools. All of these positions have been filled by a rigid adherence to the merit principle, viz., by selecting for promotion the one who by personal merit and efficiency in service as well as by length of service was most entitled to recognition. The difficulty of the problem consists not so much in rewarding merit as in measuring merit—for in a large system of schools where many interests are involved the greatest difficulty arises from recording and accurately measuring the comparative merits of those who are entitled to consideration for promotion. It is comparatively easy to devise a routine system, but when this is done there is danger that the life will depart; it is more difficult to devise and administer a plan which will detect merit that is often too modest to speak for itself—and because of this very fact, may be meritorious.

This phase of the matter has been a subject for careful consideration, for it is of great importance that we do not confuse merit with a method for measuring merit, lest we substitute the form for the spirit and so fail to discover that for which we are seeking.

While the system now in use is, in the main, well adapted to the purpose of recognizing and rewarding merit, I wish to point out a few features in the rules which, to my mind, are in conflict with the full application of the merit principle:

First—In the high schools. I cannot reconcile with the fullest recognition of this principle—the difference in pay for men and women performing the same kind of work,—filling positions of equal responsibility with equal devotion and with an equal degree of success. Merit and justice demand that the pay should be equal, and that service not sex should determine the amount.

The recognition of this principle would not entail a large expense. If the pay of men and women were made equal the additional expenditure for high schools salaries for the school year 1914-15 would amount to only $3,400.

For the year 1915-16, $6,800.

For the year 1916-17, $10,200.

When all women who are now above the instructor class reach the maximum salaries now allowed to the men the total increase would be only $18,800.

Second—In the elementary schools the principle seems to me to be violated by the provision that allows only male teachers in the grades to be considered for promotion to assistantships, and from assistants to principalships. This provision says in effect to the large number of efficient women teachers: Thus far and no farther. You may advance to a salary of $1,000 for regular work, or for special work to $1,050, but irrespective of your teaching or executive ability, you cannot be considered for any other position in the elementary schools for which your work and abilities, especially qualify you; nor can your merits be recognized for promotion to any position paying more than $1,050. I cannot believe that such a rule is good for the men, for the women, or for the schools. Without doubt its purpose is to hold open the higher paid executive position as an inducement to men to enter the service. It is decidedly worth while to induce men to become teachers in the elementary schools. Both men and women are needed and they should be encouraged to work side by side without friction and without discrimination at the common task of education. I do not believe, however, that we should attempt to secure men for the service by any such method of discrimination. In the first place I do not believe this discrimination is necessary, and in the second place the price paid is too high if this encouragement to enter the service has to be purchased by what appears to be an act of injustice.

I cannot bring myself to believe in the value of a rule, however well intended, which by its very terms creates a privileged class upon the basis of sex; it violates the fundamental principles of recognizing merit in service by promoting to positions of larger service and greater reward.

Third—In a more limited sense the principle is violated by one of the rules which states that only residents of Ohio shall teach in the schools of this city. The application of this rule affects only a limited number of teachers who have their residence across the river in the Kentucky suburbs of Cincinnati. It has never been applied to teachers appointed from other states who, upon appointment, take up their residence in Cincinnati or in Ohio. Its only effect has been to work a hardship upon graduates of the Cincinnati schools—especially of the University, who live across the river—and these are appointed if they take up their residence on the Ohio side. In many of these cases there has been a technical residence for teaching purposes only. It has served no good purpose—and in some cases the rule has led to a form of deception which has deceived no one, the teacher appearing to be a resident of Ohio when in reality his real residence is in Kentucky.

I do not believe we should concern ourselves with the geographical qualification of teachers. The best should be selected from whatever source they can be obtained. Their preparation for service and their success in service should be the determining factors in their selection.

Fourth—Nor do I believe that the marriage of a woman teacher should be considered equivalent to a resignation; nor that those who are married should be debarred from appointment. The number of those who desire to teach after marriage is limited, but if they do, and if they are women of superior attainments, I do not believe we should deprive the schools of their services. We are at present using, and are very glad to obtain, married women as substitutes—positions which call for unusual ability in difficult situations. Some of the best teachers I have known have been mothers, and they have brought to their work those mother instincts and experiences which have added to their power and influence as teachers. If their home duties or outside interests are such as to interfere with their highest usefulness as teachers, they should not be appointed or retained; and this rule should apply equally to those who are unmarried.

Fifth—Nor can I bring myself fully to the point of accepting that in all cases college graduates should be preferred to those who are not. I have no hesitation in accepting the general proposition that a college course is of decided advantage to a teacher—and I should wish to do all in my power to attract to the elementary, as well as to the high schools, teachers with the broader education. It may not be possible to devise a system which will recognize teachers of fine personality and professional training who have not received a full college education, without doing injury to the general principle that we wish to encourage the largest possible number to prepare for teaching by a four-years college course plus professional training But I have known and have had under my supervision during my twenty-five years' experience as a Superintendent so many fine teachers who have not had college training—better than some who have received such an education—that I feel compelled to express the view that we should attempt to devise some plan which will permit the appointment of teachers of exceptional merit whose names may appear on the second list, without the necessity for exhausting the first list before they can be considered. In the end it comes down largely to a question of personality. A college education will greatly enlarge a large personality; it will only measurably enlarge a small personality. A large personality without a college education if otherwise well educated and prepared for the work of teaching is, in my judgment, to be preferred to a smaller personality with the college education.

A teacher rich in terms of life experience—one who has become well educated by overcoming difficulties and making the most of every opportunity—is, out of these life experiences able to teach lessons never learned in school or college by those who have not had such diffiulties to overcome.

It is needless to add that I stand squarely for the merit system as applied to the appointment, promotion and retention of teachers and that it will be my purpose to strengthen the system at every possible point to the end that individual merit may be discovered and rewarded and that the greater merit may receive the larger recognition.

Relations with the University

The most helpful and cordial co-operation exists between the University and the other departments of education. While the University has its own Board of Trustees and as far as adminstration is concerned is entirely independent of the Board of Education and its officials—except in the joint control of the Teachers' College—nevertheless, as far as helpful co-operation and complete understanding can bring such conditions about, there is one and only one system of public education in this city, beginning with the kindergarten and extending without a break through the elementary and high schools, the College of Liberal Arts, and all the other colleges and graduate schools of the University.

A child living on Clifton Avenue may enter the kindergarten and without leaving the avenue on which he lives and within walking distance of his home, will find during the next eighteen or twenty years, every opportunity for study and investigation which liberal and special education can provide and all, furnished at public expense. What is true for the children of Clifton Avenue, is true for all children of the city—except as to immediate residence and nearness to these varied but harmoniously related features of a complete system of municipal education.

The University connects with the work of the lower schools at every point, in night school as well as in day school work—the night university offering similar opportunities to those working by day who have completed the night high school course that the day university does to those who can attend by day—while the service which the University offers through the Teachers' College and through its professional and extension courses is of the greatest value to the teachers in the elementary and high schools.

It has been a great pleasure to work in close and friendly co-operation with the University authorities, neither of us seeking his own, but both seeking to so relate the work under his immediate control that the largest possible service to the city and the citizens may result.

One of the immediate results of this co-operation has been the organization of an English Council, uniting the teachers of English in the University, High Schools and Seventh and Eighth Grades, who through several committees, containing representatives of each department of work are considering the subject of the course in English both with reference to itself and to the other subjects, that waste may be eliminated and power and growth may result for a well-defined course of study that is continuous from the elementary schools to and through the University.

I hope this Council may point the way to similar work in other subjects so that the heads of departments in the University in all subjects may come to be considered unofficially the heads of departments in these subjects in all the schools. The possibilities from this close coordination of all the educational forces of the community are very great.

You are referred to the report of the Dean for detailed information in regard to the plans and work of this Institution.

Teachers' College

I simply wish to record here my deep appreciation of the value of this college to the city schools. Organized as a part of the Municipal University; managed and supported jointly by the Board of Education and the University Trustees it affords a professional school which has exercised a most powerful influence upon the work of the schools not only in preparing a large number of college-trained teachers for the service, but has stimulated them in service to professional study and has largely made such courses possible. In addition to this work the Faculty of the College have been of great assistance to the Superintendent's office in dealing with general administrative problems, especially those relating to the appointment and promotion of teachers. The Professor of Elementary Education has been charged with the inspection and listing of teachers for elementary positions, and the Professor of Secondary Education has performed a similar function with reference to the high school teachers. A very complete statement of the work of this member of the Teachers' College Faculty follows the Dean's report.

In only one direction have I felt that there was need of a modification of the existing plan. It has seemed to me that the teachers in training were not receiving a sufficient amount of actual teaching experience while connected with the College and before appointment to regular positions.

This phase of the subject will receive careful consideration during the coming year with a view to devising some plan whereby this larger amount of practice under close supervision may be obtained.

The first year of appointment should also be considered a part of the training, the assignment to be made with that end in view. To make the plan effective, however, there should be an additional supervisor or critic whose time would be devoted largely to these teachers during their first year of service that by means of close supervision, helpful criticism and frequent conference these young teachers may be helped to a larger measure of success.

This additional supervision and training is necessary both for the teachers and for the children whom they teach.

The following statement, taken from a recent teachers' examination, written in answer to the question, prepared by the Superintendent, in "Theory and Practice:" "Give the important characteristics of a successful teacher," shows the clear cut ideals with which these young graduates of the Teachers' College begin their work:—

"The important characteristics of a successful teacher are as follows:

1. She must love children.
2. She must understand children.
3. She must put her heart and strength into the work, in love with her work.
4. She must know how to teach; that is, she must know the best theories.
5. She must know her subjects thoroughly.
6. She must always be studying, and on the watch for newer and better methods and devices; must be a student herself.
7. She must be thoughtful for others.
8. She must be a social worker in the highest sense of the word.
9. She must be self-reliant.
10. She must be consciencious.
11. She must be reliable; trustworthy.
12. She must be neat and know how to dress well and tastefully.
13. She must be a good housekeeper.
14. She must be an admirer of the good and beautiful.
15. She must have a sense of humor."

Teachers' Institute

In common with most western and central states, Ohio has maintained annual county or city institutes. It has been the custom in Cincinnati to hold this institute during the first week in September—the week immediately preceding the opening of schools; in fact, the week of Institute has been a required part of the school year which teachers must attend, unless excused by the Board, in order to receive the full amount of their annual salary. Early in my administration, I was made aware of the fact that many of the teachers believed the time had come when a change should be made in the manner of conducting this annual Institute. It was pointed out that to call teachers back from their vacations to listen to addresses for four days during the hot week of early September was not conducive to the best interest of the schools; that many of these addresses were of the traditional institute type; that it was not possible at that time of year, nor for the funds available, to secure efficient speakers who would make it worth while for 1,300 teachers to spend a week of time in this manner. That I might be more certain of the sentiment, I asked for an expression from the entire teaching force. The responses showed a large majority in favor of omitting the week of Institute at the beginning of the year and substituting in place thereof a number of addresses to be given at intervals during the school year—a form of Institute authorized for city districts.

I accordingly made the recommendation which was adopted by the Board and the necessary changes made in the rules to carry the same into effect. The Superintendent was authorized to close school for not to exceed four sessions during the year for this purpose. As the plan develops it will be possible by uniting with several of the large cities in this section and forming a regular circuit; to arrange a year's lecture program which shall include the best obtainable speakers upon topics of deep interest to the teachers, and of much value to the schools and the community.

School Calendar

The change in the rules noted above was accompanied by the following changes in the school calendar: The school session is to begin on the Monday following the first Tuesday in September and continue for forty weeks exclusive of the Christmas recess, but including within the 40 weeks or 200 days, all State and national holidays and such other days as the schools may be closed by order of the Board of Education. The Christmas recess is to consist of the full week in which Christmas Day occurs. The regular holidays are: Labor Day, Columbus Day, Thanksgiving Day and the day following, New Year's Day and the day following when New Year's Day falls on Thursday, Washington's Birthday, and Memorial Day. When the above days fall on Sunday the following Monday shall be considered the holiday on which there shall be no session of schools. Hitherto the session has been continued a few additional days in June to make up for the time lost by the closing of schools on holidays; hereafter the year will end at the expiration of 200 school days which shall include all legal and other holidays authorized by the Board. The statute plainly provides that teachers may close schools on legal holidays without loss of pay. It is a question whether the Board could legally require teachers to continue school to make up for time lost on account of legal holidays. But quite apart from legal considerations, I do not believe there is any gain from these few additional days during the hot weather of the last of June; while there is a positive loss from the feeling of injustice on the part of teachers in being compelled to extend the year in this manner. The length of the school year by a few days, more or less, is not so important as the spirit of whole-hearted willing service on the part of teachers which springs from the consciousness of having received just and considerate treatment.

Questions of Health

Outside of the Department of Phyiscal Training, the questions affecting the health of teachers and pupils rest largely with the Health Department, who appoint school physicians and nurses, and direct their work in the schools. Acting under the direction of the Health Officer, is a Chief School Inspector, 16 district physicians and 14 nurses, in addition to a Chief Dental Inspector, 4 assistant operators, and 2 women assistants in charge of the Dental Clinic at the Guilford School. With the exception of 5 physicians in the outlying districts and the assistant dental operators, who work in half-day relays, all others devote full time to the work.

That a division of responsibility between the two departments might not lead to friction and unsatisfactory results, early in my administration, I decided to ask the Health Department to assume the full responsibility for all health matters in connection with the schools, the school buildings and their surroundings, to point out all conditions which were likely to interfere with the health of those using them, and to recommend measures calculated to conserve the health of both pupils and teachers. The following letter to Dr. William H. Peters, Chief School Inspector, will show what I had in mind:

> "Confirming our conversation of a few days ago, I am writing to request that your school medical inspectors and nurses be given a larger function as health officers in the school. In addition to the work which they are now carrying forward in connection with the examination of children, I should like to have them make careful inspection, from a health standpoint of the school buildings, to discover and remedy, if possible, anything which does not make for the good health of the children and teachers.

"I should like to have them examine particularly the methods of heating and ventilation, observing temperatures and testing the air of the school rooms under varying conditions; seating arrangements—whether the desks and chairs are of the right size and whether the adjustable seats are frequently adjusted to the children occupying the same; lighting—direction and amount, observing especially whether the window shades are so adjusted as to secure the best results, also whether the rooms in which night schools are maintained are suitably lighted; drinking fountains—whether they are in good working order and whether they are of a kind and of sufficient water pressure to prevent contact contagion; baths and swimming pools—whether they are maintained at all times in a sanitary condition; urinals and closets—whether they are scrupulously clean, well ventilated and free from odors.

"I wish a special inspection of the methods of cleaning and the effectiveness of the same—washing, sweeping, dusting, ventilating, noting the conditions of cleanliness of all parts of the buildings and grounds. In line with the foregoing suggestions, I wish to request your department to assume the responsibility necessary for maintaining the highest sanitary and hygienic standards in all the schools to the end that the health of pupils and teachers may be conserved. I shall be glad to receive reports from you, calling my attention to any unhygienic condition which may be discovered. I wish also to be kept informed of any carelessness or indifference observed at any time in the matter of cleanliness in school buildings, grounds and equipment."

As reports are received through Dr. Peters, from his inspectors, calling attention to any unhygienic condition, the matter is at once referred to the Business Manager, with a request that the conditions complained of be remedied. These requests receive prompt attention and whenever possible, the changes recommended are made.

During the month of May, a very careful examination was made of all children by the school physicians, with reference to anaemia, tuberculosis, and mental retardation. The results of this survey are contained in the following report from the Chief School Inspector:

"During the month of May, an effort was made to determine the number of anaemic children in our public schools. We have separated the anaemic into three classes.

"1. The Tuberculous. Those showing active symptons of tuberculosis in the incipient stage, moderately advanced or well advanced.

"2. The Pretuberculous. This classification included the malnourished with enlarged cervical glands, flat or deformed chests, roughened breathing, but no other pronounced auscultatory symptoms.

"3. Simple Anaemia, includes those cases in which no physical signs were present to account for the anaemia. Lack of quantity or quality of food and unhygienic environment are probably the cause.

"This classification is purely an arbitrary one and we feel that some of the borderline cases might fall into different groups depending upon the examining physician and the time of observation. Our work, however, is not finished. Each case will be followed up and studied.

"Eighty-two tuberculous children were discovered. Six moderately advanced cases were excluded immediately. The others were allowed to stay for the remaining school days, but will be followed up during the summer, and they will not be permitted to return to the regular classes in September if the diagnosis of the district physician is confirmed."

The Dental Inspection has developed in a very satisfactory manner under the control of the Health Department. The arrangements for the Free Dental Clinic at the new Guilford School are ideal, excepting only the location of the school, which is not accessible from some sections of the city. There should be at least one, and possible two, other similar establishments. For results obtained you are referred to the Report of the Work of the Dental Clinic.

A piece of work of great importance has been the formation of "Little Mothers' Leagues" in the schools, under the direction of Miss Sarah N. Helbert, obtained for this work by the Health Department from the Anti-Tuberculosis League. Some 1,400 girls are receiving weekly instruction in personal hygiene, home sanitation and the care of children, including the proper dress, feeding and bathing, sleep, etc. In presenting to the Health Department a formal request for the organization of these classes, I used these words:

"I wish to submit for your consideration a request that you permit the school nurses to give certain classes or to selected groups of pupils in the various schools to which they are assigned, a series of lessons on personal hygiene; the care of younger children; and on simple first aid to the injured.

"I believe if these lessons are given by the nurses, they will appear to have more directness of purpose, and will give better results than if the same lessons are given by the regular teachers. These lessons should, in my judgment, deal with the proper feeding, bathing and clothing of children; how to guard against common accidents and children's diseases, and what to do in cases of emergency. The lessons ought to be so taught that the children will apply them in their homes. I believe such teaching and such means of communicating it to the home will be the most effective way of reaching and influencing the mothers.

"Permit me, however, to offer one additional suggestion; namely, that the children be encouraged to invite their mothers from time to time to be present when the lessons are given. In this way the mothers will receive directly the instruction that is offered to their children. From this there may be developed, in a perfectly natural way, mothers' classes for a study of household sanitation and child hygiene and other related problems that make for a healthier and happier family.

"May I suggest further that if it is possible for you to arrange for these lessons, you impress upon your nurses the necessity for making the work direct and purposeful, remembering that talking about a thing does not teach it, but that opportunities that call for actual work offer the most vital incentive for learning. The skillful teacher is the one who provides for such opportunities. In these lessons, if they are to be worth while, the instruction and its application to real conditions must go hand in hand. The children must be so taught that they will perform in their homes the teaching which they receive in school. In fact this should be made a condition for admission to the class and for the retention of membership, accepting only those who agree to perform the work outlined; following this up from week to week and withdrawing the privilege from those who do not show a proper appreciation of the opportunity. While this may lead to smaller groups, it will be more productive of results, for every member of the class will be a worker, and consequently a learner of the things taught."

In October, 1913, at my request, a survey was made of all the city hospitals to determine whether a teacher could be employed to advantage for the children, during a part of their stay in the institution. The result of the survey may be summed up in the following statements:

> "With the completion of the new Cincinnati General Hospital it would be desirable to have a teacher who could give individual instruction in such cases where the condition would permit. I am sure that the children would require all of one teacher's time.
>
> "If all the orthopedic cases could be assembled with segregation of those who are tuberculous, I believe the number would warrant the employment of one or two teachers on full time."

As funds become available, it is proposed to make such appointments.

Penny Luncheon

In June, 1913, the Board of Education took over the expense (to the extent of $5 a week each) of providing cooks for ten lunch rooms maintained in as many elementary schools. They had also previously installed the equipment in these schools, while the expense of maintenance had been mainly borne by private organizations.

The fostering care of these private organizations has not been withdrawn now that the Board has assumed a share in the maintenance. In most cases they contribute something in addition to the allowance of the Board to the wages of the cook,—in some cases providing an assistant; and in many schools representatives are present to assist, and to give general supervision to the buying and serving of the food.

To secure a greater degree of uniformity and a better business administration, there has been organized "The Penny Luncheon Association," with the following:

RULES AND REGULATIONS OF THE CINCINNATI PENNY LUNCHEON ASSOCIATION.

1. NAME.

The name of this Organization shall be:
"THE CINCINNATI PENNY LUNCHEON ASSOCIATION."

2. OBJECTS.

The purpose of this Association shall be:

(*a*) To assist in organizing and supervising penny lunch rooms in the Public Schools of Cincinnati in which food shall be served at as near cost price as possible.
(*b*) To assist in organizing and supervising other lunch rooms when deemed advisable.
(*c*) To co-operate with the School Departments of Hygiene and Home Economics.

3. MEMBERSHIP.

The membership shall consist of active, associate and sustaining members.

ACTIVE MEMBERS:

1. Superintendent and Assistant Superintendent of Schools.
2. Pioneer workers in the Penny Luncheon Association.
3. Two representatives from the school in which the penny luncheon is established, one of whom shall be the head worker.
4. Principals of schools in which penny lunch rooms are established.
5. The Supervisors of the Home Economics Department of the Public Schools.
6. Chief Medical Inspector of Board of Health.
7. Two representatives from the Cincinnati Kindergarten Association, one of whom shall be the Director of the Home Economics Department.
8. Two representatives from the Mothers' Clubs in each school having a penny lunch room.
9. Two representatives from the Board of Education.
10. Two representatives from each of the following organizations:
    "The Civic League."
    "The Committee of Jewish Women."
    "The Cincinnati Woman's Club."

ASSOCIATE MEMBERS:

1. Volunteer workers.
2. Teachers of the schools.

SUSTAINING MEMBERS:

(*a*) Those who contribute annually one dollar or more to the Penny Luncheon Association.

NOTE.—All contributions shall be placed in the hands of the Treasurer and disbursed only upon order of the Executive Board or the Finance Committee.

4. OFFICERS.

The officers shall consist of a President, two Vice-Presidents and a Secretary-Treasurer, who shall be elected annually from the pioneer and active workers and shall hold office for one year, or until their successors are elected and duly qualified.

The term of office shall begin the first Monday in January.

5. EXECUTIVE BOARD.

The four officers with three active members elected annually by the Association shall, together, constitute an Executive Board, to have general charge of the business affairs of the Association. Four members shall constitute a quorum.

6. MEETING.

REGULAR MEETINGS of the Association shall be held bi-monthly on the third Tuesday of the month, at such time and place as may be designated by the Executive Board.

The Annual Meeting shall be held the fourth Tuesday in November or at such time and place as may be designated by the Executive Board, provided that it occurs before the first Monday in January.

7. COMMITTEES.

There shall be six standing committees, which shall be appointed by the President, subject to the approval of the Executive Board.

(*a*) 1. Committee on Service and Wage.
2. Committee on Supplies.
3. Committee on Dietaries.
4. Committee on Management and Serving.
5. Committee on Finance.
6. Committee on Extension.

(*b*) Such other standing and special committees as may be considered advisable may be appointed from time to time by the President, subject to the approval of the Executive Board.

(*c*) DUTIES OF COMMITTEES:

These committees shall report to the Executive Board and this Board will confer whenever necessary with the Superintendent of Public Schools, or with representatives of the Board of Education, with reference to matters of policy or action.

(*d*) The President shall be ex-officio member of all committees.

NOTE.—It is understood by the members of the Penny Luncheon Association that in adopting the foregoing Rules and Regulations, no change will be made at present in penny lunch rooms already established, unless such change meets with the approval of the present committee in charge.

In the Budget, I asked for sufficient funds to permit the organization of these luncheons in five additional schools, and also to provide for supervision. The time will come when it will be considered as necessary to provide for luncheon arrangements in all schools as it is to provide class rooms, gymnasiums, playrooms and assembly halls.

I am looking forward to the time when we can establish connections with the newly organized department of home economics of the University in such a way that they may assume the general direction of all school lunches, and that the preparation and serving of these lunches may be used by the University and the High Schools as opportunities for the application of their instruction to real conditions. Such arrangements would be of equal value to the schools and to the department in the University. School luncheons should not only supply the right kind of food, at the lowest possible cost, but they should be so used that they may serve a distinct social and educational purpose.

Social Centers

At the meeting of the Board in March, 1913, I submitted a report outlining a definite plan for the development of social centers and laying down certain principles which should control in this larger use of the school house for community purposes.

I quote the essential features of that report which was adopted by the Board of Education, with minor amendments, and has become the settled policy of the Department:

"A larger use of the school house for social, recreational, educational and civic purposes should be encouraged. The school house belongs to all the people and should be open to all the people upon equal terms:

"As Civic Centers—For the free discussion of all matters relating to local and city improvement and for the non-partisan consideration of all civic questions.

"As Recreational Centers—Especially for the younger members of the community; to include the use of the baths and gymnasiums; for games, sports and other physical recreations; the use of class rooms and halls for music, dramatics and other recreational activities; and for more distinct social purposes.

"As Educational Centers—In which the more specific educational facilities and equipment may be used by classes or groups of younger or older people in any direction which makes for increased intelligence and for greater economic and educational efficiency.

"As Social Centers—In which the community may undertake a larger social service in behalf of its members;—stations from which groups and organizations of social workers may prosecute a non-partisan and non-sectarian work for the improvement of the social and economic conditions of the neighborhood; rendering any service which may help to improve the condition of the homes; giving assistance to the needy; disseminating information; helping to employment; and in general affording the community in its organized capacity an opportunity to serve in a large measure the needs of its individual members.

"The entire movement should be under the direction of a social secretary or director to be appointed by the Superintendent. Until such an official is appointed, principals should be allowed a large amount of freedom and initiative in developing plans. Where parents' organizations or local improvement societies exist, they should be utilized in this work instead of creating separate and additional organizations. Until the neighborhood organizations have been perfected, requests from existing clubs and organizations may be granted; but they should come through the principals and should be transmitted with their approval or disapproval to the Committee on Social Centers. These requests when granted should be without expense to the club or the organization or to the members, under the following conditions:

"1. No school should be opened for the special use of any class or group having less than 25 members.

"2. It should not be opened upon more than one evening a week for a membership of less than 50.

"3. A smaller number, however, may be granted the use of certain rooms in a school which is open for other purposes, providing this smaller number does not deprive a larger group of the same opportunity.

"4. No group should be allowed the use of a room for more than two evenings a week if the room is desired by other groups. If there is a sufficient number of requests, each group may be limited to a single evening per week.

"5. No use of the gymnasium, manual training and domestic science rooms, or other rooms where the apparatus and equipment call for special skill, intelligence, or care in their manipulation should be permitted except under the direction of a leader appointed by the Superintendnt of Schools, or by some official designated by him for this purpose.

"6. Permission should not be granted to any exclusive sectarian or partisan organization for purposes of sectarian or partisan propaganda or for the discussion of such matters; but permission may be granted to such organizations to use rooms and equipment for non-partisan and non-sectarian social, civic, recreational, or educational purposes when the purposes for which such use is desired and the plans of the organization have been submitted in writing to the Committee on Social Centers and have received their approval.

"7. All organizations, however, which are in any way exclusive in their membership should be granted such permission upon the express condition that such use shall not interfere in any way with a similar use by a non-exclusive organization. Whenever there is a conflict of interests, the decision should be in favor of the latter organizations."

There was already a large use of a number of the schools for community meetings—for Welfare Associations, for boys' and girls' study clubs and for musical and social gatherings. This was especially true of Madisonville, Evanston and Douglass.

It was my strong conviction that the development of a social center program should come from the people themselves: not that a ready-made plan and program should be given them, but that they should develop their own.

In searching for a Director, I was desirous of securing a man who had high ideals—who would be willing to work quietly and patiently, to help by counsel and advice—one who would not overdo the movement at the start—who would not rush into excesses and so injure the work by precipitating controversy and strife. Some mistakes would be bound to occur, and some criticism would be inevitable but if it could be made clear that we were to work carefully and move only as fast as we could be reasonably sure of our ground—if we were open to counsel and friendly criticism—and especially if we could develop one or two strong centers—controlled wholly by the people of the neighborhood working out their own plans: if we could do this, we would be more certain of permanent progress.

After diligent search, I decided to recommend to the Board the appointment of Frank Murden Moore, who, I felt sure had the right spirit—a clear vision of what needed to be done—genial personality, good sense, and a sincere desire to be of service. His work since appointment has fully justified the selection. A good beginning has been made in several schools. The interest is growing and the plans are developing in a satisfactory manner.

The Geo. F. Sands Center is the most distinct and well organized piece of work which has been undertaken. This has been worked out entirely by the people of the neighborhood who were called together by invitations extended to them through the children. The desirability and possibilities of a community social center were outlined by the Superintendent and the Director of Social Centers. The gathering decided to organize and appointed committees to report at a subsequent meeting a form of organization. Since that time the work has gone steadily on developing in interest and variety.

The possibilities of such neighborhood organizations are unlimited. The services which they can render are limited only by the desires and needs of the community. The social centers stand for friendliness, and for civic intelligence. They will help to bring into the city something of that neighborly spirit which characterizes the country and that intelligent participation in community affairs which has been fostered by the New England town meeting.

In all this use the Board of Education furnishes the building—heated and lighted—the organization using the same, pay for the janitor service and all other items of expense. No use is allowed at which there is any charge for admission unless the proceeds are to be used for the benefit of the school or for advancing the community work with which the social center organization is connected. The meeting must be open to all upon equal terms.

So far we have drawn the line against partisan or sectarian discussion, believing that it is better to get people to work together for the things that unite, rather than to engage in somewhat heated discussions of those questions that tend to sharply divide. After a time I believe there should and can be permitted a free discussion of almost all questions especially of those pertaining to civic and social welfare, provided all sides and all interested have an equal and fair chance.

Free discussion is a means of education and when questions are talked out freely in the school house—the people's forum—they are less dangerous than when discussed in a less open and fair manner. I am a great believer in democracy, and that the people can be trusted to settle social questions as they should be settled provided all sides can be fully presented and time taken for deliberation. The school house offers the one opportunity where all can meet on a common ground as American citizens and as good neighbors, where the questions of wealth and position may be forgotten and where what a man is in himself and what he is willing to do for the common good, counts most.

High Schools

While the high schools are an integral part of the city schools, their immediate control is vested in the Union Board of High Schools consisting of 14 members; 5 of whom represent the Woodward Fund, appointed by the judges of the Court of Common Pleas; 2, the Hughes Fund, appointed by the trustees of that fund; and 7 from the Board of Education, elected by that Board from its own membership.

This form of administration has prevailed since 1851, when the Woodward and Hughes Funds were united with the District

Funds for the purpose of developing and maintaining high school education. The income from these two funds is now but a small part of the total expenditure, amounting to $11,000 a year, while the expenditure for teachers' salaries alone in the six high schools amounts to nearly $300,000.

The historic significance of these funds and their effect upon secondary and higher education not only in Cincinnati, but in this whole section, are not to be measured by any such comparison. The funds are, and should continue to be held and used as a memorial to the far vision and ideals of these men who in the early days gave their all to promote the cause of high school education, which should be free and open to all the children of the city upon equal terms. The debt which the city owes to these men—Hughes and Woodward—cannot be measured. The two splendid schools which bear their names are the finest tribute which can be paid them.

The present high school attendance is 4,100; the number of graduates in June, 1913, was 497.

In June 1,978 pupils completed the Eighth Grade of whom 1,819 or 92 per cent entered high school in September.

The total enrollment for the year 1912-13 by grades is as follows:

D Grade (first year)	1,766
C Grade (second year)	1,118
B Grade (third year)	690
A Grade (fourth year)	566
Total	4,140

In the Hughes and Woodward nine distinct courses are offered—four academic and five technical. Within these courses there are certain groups of electives which make up twenty-three distinct combinations.

The four other schools, Walnut Hills, Madisonville, Pleasant Ridge and Hartwell offer the academic group except that the work in the Manual Training and Domestic Science Courses is modified on account of the more limited attendance and the lack of full facilities in these departments.

This city has, wisely, I believe, developed the general or cosmopolitan high school instead of the specialized type. Better schools than Woodward and Hughes are not to be found. Here all pupils meet upon common ground and select the course which best meets their inclination and capacity with equal honor and recognition whether pursuing the courses which lead to the college or to the machine shop; to art, to music, dressmaking, or millinery; to household or commercial occupations. The professions and the trades, the work of hand and head, manual and mental, are of equal honor and importance.

In increasing numbers the young people of the city are using these schools to prepare themselves for the various occupations which they are to enter.

At the Madisonville School an interesting experiment was inaugurated in September whereby the pupils at the end of the sixth elementary grade might elect a distinct pre-high school course having in it Latin, a more extended form of Algebra, with modified courses in English, geography, history and civics. Only pupils of exceptional ability were allowed to elect this course. The conditions of this school are exceptionally favorable to the trying out this Six-and-Six plan. All the grades from the kindergarten to the last year in the high school are a part of one school under one principal, though the elementary and high school grades are in separate buildings but so closely related that they make up practically one school.

The course is intended for the mental-minded type of pupil. If the outcome is as favorable as similar experiments elsewhere have demonstrated and as is indicated here it may point the way to an extension of the plan to other sections of the city—resulting in Junior High Schools in one or two convenient centers. It will not be possible under present conditions to unite the seventh and eighth grades with the high schools themselves; but it may be possible, if it shall be deemed wise, to differentiate the course in the seventh and eighth grades in such a way as to more nearly meet the mental and muscular-minded types of pupils, introducing more manual work of a pre-vocational nature for one, and more literary work of a pre-high school nature for the other. The two experiments undertaken this year at Madisonville and at the Woodward,—referred to under Manual Training—are both suggestive of the possibilities in this direction.

Night Schools

The earliest rules of the school department—at least as early as 1830—authorize the maintenance of "evening schools." These schools continue to meet a large and increasingly important work—changing somewhat from year to year, but in all cases offering "a second chance" to those who by inclination or necessity withdrew from the day schools, before obtaining that education which they may subsequently desire.

The elementary night schools provide opportunities for those who have not completed the day elementary course—for general educational purposes, or as a condition for admission to the night high school: here also are classes for foreign pupils—young or old—who desire to learn the English language. These schools are maintained for four nights a week, beginning early in October and continuing for eighty nights. There are seven centers of this kind with an attendance of approximately 1,200.

The high schools—the East at Woodward, the West at Dyer and the Washington at the Washington Schools, begin about the middle of September and continue for 128 nights as required by law for first grade schools. The enrollment was 8,201, the number of graduates in June, 1913, was 426.

Commercial courses are maintained at the high schools and at the J. P. Cummins and Douglass Elementary Schools; there were 1,211 attending these courses.

Gymnasium classes are maintained at nearly all centers; 1,756 were enrolled for last year.

Industrial classes for both men and women are maintained at the high schools and at several of the elementary centers. This feature of the work is rapidly developing and will continue to be a feature of increasing interest. For the women it is in most cases in the nature of a continuation class during the evening hours for those who are employed during the day, although there are in the high schools groups of young women who are taking the more extended domestic science and art courses.

For the men an attempt has been made to develop courses which will meet their specific needs—the "Short Unit Course" related directly to the work in which they are engaged or upon which they wish to enter. It is proposed to extend this kind of work, organizing any course for which there may be a sufficient demand.

SUMMER ACTIVITIES.

These may be grouped under four heads:

(a) The Summer Academic School.
(b) Vacation Schools.
(c) Vacation Playgrounds.
(d) School and Home Gardening.

For details as to their activities you are referred to the special reports, following this report. At this point, I wish to discuss certain features of the work to point out certain necessary modifications, and to make certain recommendations which would be taken into account in extending and organizing the work for the future.

Summer School

This school receives pupils from all grades above the third, including the high school. Its purpose is two-fold: First, to enable superior pupils by an intensive study of the minimum requirements to "skip a grade," and enter school in September a year in advance of the grade in which they would otherwise have been placed. This group is limited to comparatively few pupils, and is confined almost entirely to those in grades four to seven inclusive. In a very few cases pupils are by this study enabled to enter the high school from the seventh grade; while high school pupils of exceptional ability may do advanced work in a single subject. Second, the main purpose of the school, however, is to enable pupils who have failed in one or two subjects, to make up this lost or unsatisfactory work, that they may receive their promotions in September, and go on with their classes without conditions, this applying to all pupils above the third grade. It saves the loss of a year to a number of pupils, and prevents many high school pupils from becoming irregular in their classification.

The enrollment was 1,308; average attendance, 1,144, 48 teachers; cost per pupil $4.73. High School section $7.39. Elementary section $3.78; total cost $5,414. Two hundred and seventy-three high school pupils were members of the school for the entire term; 222 accomplished the work which they undertook in a satisfactory manner; 51 did not succeed; 829 elementary pupils attended for the entire session; 685 made their grade in September as the result, 144 failed; 100 pupils in grades four to eight attempted to "skip a grade"—88 succeeded; 12 failed. As a rule in the high school pupils are limited to one subject, in the elementary, to two subjects. Last year, 22 high school pupils attempted to carry two subjects, only 12 succeeded.

A study of the results of the year's work leads to the conclusion that much greater care should be exercised in selecting pupils, both in approving them for advanced work and in recommending those who are to make up lost or unsatisfactory work. Especially is this true in this last mentioned group, for a failure here means at least three attempts at the same piece of work.

The following facts may be cited to show the needs of greater discrimination in selecting pupils:

1. 312 pupils were recommended for attendance who did not present themselves at all.
2. 66 withdrew after a few days attendance.
3. 206 others withdrew before the end of the season.
4. 195 who, remained to the end, failed to secure promotion as the result of this summer study.

This gives a total of 779 pupils out of 1,686, or 46 per cent who either did not appear after being recommended, or who withdrew or failed in the work which they undertook. Of those who entered the school, 467 or 34 per cent failed in their undertaking. A large part of this waste should be eliminated, and can be, by greater care in selection.

The school will be smaller in number, but will yield a larger return upon the investment. Thirty-four per cent of the amount expended for tuition, or $1,874, was lost. This entire amount cannot be saved, but a substantial part can, by greater care in selecting only those pupils who are reasonably sure of succeeding. The school exists largely for the special purpose of making success possible for pupils who are failing, and it should be restricted to those who can profit by its opportunities. An attempt will be made in organizing the school next summer to bring about these results.

Vacation Schools

Vacation schools were maintained during the year 1913 at several centers. Two of these—the Twenty-third District and Old Hughes—were new. The attendance in each fully demonstrated the wisdom of opening these schools. The schools were in session mornings only—from 8:45 to 12 o'clock; the term was five weeks in length, extending from June 23 to July 25. It was planned to hold a second term of five weeks but the finances did not permit.

It should be clearly understood that in the Vacation Schools, academic work is not attempted. These schools are opened and maintained principally for children who must remain in the city during the hot days of summer while their more fortunate schoolmates are spending their vacation in the country or at the seashore. They are planned for recreation purpose and to afford profitable employment for what would otherwise be idle hours, spent on the city streets. The emphasis is on the manual side, with music, story, dramatics, folk dancing, play, gymnastics, and various forms of art.

You are referred to the Supervisor's report for details as to the age, grade and regularity of those enrolled and the cost for tuition and material.

The total enrollment was 3,293; the average attendance, 2,147; the cost per pupil for tuition was $2.31; for janitor service, 13 cents; for material, 54 cents; for all purposes, $2.98. One hundred and ten teachers were employed. The total cost of maintenance was $6,397; the cost per child per day was 12 cents.

The organization of a school especially for the downtown colored children, proved a great success and showed by its outcome that it meets a real need. The attendance was large—nearly six hundred—the interest and enthusiasm unbounded; and the character of the work varied and excellent. I consider this the most satisfactory new piece of work undertaken during the year.

To secure the maximum value from these schools I believe they should be maintained for the entire summer. There is no argument which can be advanced for a five weeks' term that does not apply with equal force for a ten weeks' term. They should also be extended to other centers—notably to some of those in which the school playgrounds will be discontinued.

There should also be a better classification of the manual and household work for both boys and girls so that they may not repeat or anticipate to so large an extent the work of the regular session, and that pupils of like ability may be grouped to better advantage.

There should also be an attempt made to develop a better balanced program so that the work may have more continuity and may be more closely related to the other work of the year.

The Vacation School should be considered a necessary and integral part of the year's organization. While the work should exhibit a large amount of freedom it should be freedom that has a definite place with reference to the year's program for pupils who wish to attend. It should afford an opportunity for work that under present plans cannot well be undertaken during the regular session and that bears a definite relation to that work. The art work should constitute a course in applied designing that has been carefully worked out under the direction of the art and manual training supervisors—the dramatics and story telling should have a definite relation to the course in reading—the music, folk dancing, and games, millinery, sewing and household work for girls and manual training for boys should all be given in accordance with plans approved by the supervisors of the respective departments, and the teaching should be given by teachers especially trained for this kind of work.

Such plans had been discussed to some extent by the superintendent and the supervisors but were held up for the present year by the uncertain financial outlook.

If the funds for the development and maintenance of this department can be obtained for another year, the preparation of teachers to develop a program more closely related to the work of the regular session will be undertaken to the end that the maximum of value may be obtained from a department that has in it great possibilities.

It has done its work well; it has demonstrated its value; it has ministered to the needs of many children in the past; it is ready to move ahead to a place of increased usefulness; it waits only for sufficient funds.

Playgrounds

The policy of the Park Board in purchasing and equipping playgrounds throughout the city in accordance with a comprehensive plan has not only made unnecessary the extension of the work by the Board of Education, but its continuance in certain centers. The school grounds with such playground apparatus as has been installed will, however, continue to furnish opportunity for outdoor exercise in connection with the school and for directed play after school.

The Board of Education for several years has appointed certain teachers as supervisors of this after-school play in a number of the schools. The grounds have been kept open until 5:30 or 6 o'clock and the play activity of all the children assembled on the grounds has been directed by one or more teachers, in sections of the city where these school grounds afforded the only available opportunity for organized play. Several of these school grounds have been maintained as play centers with competent directors in charge during the summer vacation.

My observation of the two types of summer activity—the vacation school and the school playground—leads me to believe that centers which combine the two activities will be more successful and profitable than either alone. Few children care to play continuously for a half day; they prefer to spend part of the day in some other form of occupation. The school playgrounds have been gradually changed in this direction. I believe the time has come when the two activities should be merged under the direction of one head; and that a careful study should be made of the entire city, that no section may be left uncared for and that no unnecessary duplication may be attempted. This study would take into account the park playgrounds and the vacation school and play centers already established. It would also determine which should be continued and where new ones should be opened. It would also decide in which sections the emphasis should be upon play and which upon occupational activity. It would develop for all centers programs in which there would be a judicious mingling of play and work to the end that vacation days may be made to yield richer returns in health and happy experience.

How to provide for a more profitable use of the otherwise idle time of large numbers of city children is one of the most serious problems confronting educational authorities; and it concerns not only school officials, it calls for the co-operation of all those who have the welfare of the city at heart. For any city that does not make adequate provision for the play and the work of its children as well as for their study, but allows them to waste or use any essential part of their time in wrong directions, is bound to suffer the future consequences of its present neglect.

In view of the fact that the play activity of children has come to be considered of distinct educational value, I conferred with the Park Board, early in the year, looking toward a development of the closest possible co-operation between the Board of Education and the Park Board not only in obtaining playgrounds, but in directing the activity on the grounds after they are established. It is coming to be a settled policy that the Park Board will attempt to secure and develop playgrounds in the vicinity of existing schools where there is a need for such grounds; and that the Board of Education will attempt to utilize existing playgrounds in locating as far as possible new schools in their vicinity. This is a matter of practical economy making unnecessary the purchase of large lots for distinct school playgrounds when it is possible to utilize park playgrounds for school play purposes.

This spirit of co-operation as applied to the directing of play activities for more distinct educational purposes resulted in the Board of Education undertaking the custody and direction of the Sycamore Street Playground, located just across the street from the Woodward and Peaslee Schools. This was in line with the policy that the Park Board would purchase and equip playgrounds and the Board of Education would direct them. This plan seems to offer an ideal arrangement. It will cost the city no more to pay for the direction through the Board of Education than through the Park Board, while the recreational activities and organized and supervised play will rest in the hands of those who approach the subject from a distinct educational point of view. The playgrounds should be kept open and utilized to their full capacity for the entire year under careful supervision. If the necessary funds can be secured I feel sure that the success of the initial move at the Sycamore Street grounds points to an extension of the work until the direction of play upon all grounds in the city as well as study in all school houses shall come under the control of the Board of Education.

In June I submitted a recommendation to the Committee on Funds which met with their approval that an appropriation be requested in the budget for 1914 sufficient to develop a number of recreational after-school centers, utilizing the gymnasium, assembly hall, plunge and shower bath, as well as the school grounds and play room, between the close of school and six o'clock for well-organized and directed play and other form of recreation which should include gymnastics, music, dramatics and certain forms of hand work. The development of plans whereby a larger use may be made of the otherwise idle time of city children is one of the most important problems of future educational administration.

Gardening

One of the most promising developments of the year has been in the direction of school and home gardening. This department of work which had been financed for several years at private expense was taken over during the year 1912, at public expense under the direction of the Board of Education. The past year has witnessed its extension to new centers, and the enlistment of many additional pupils. Nearly forty teachers took the course in gardening offered at the University and engaged in the work of garden instruction and inspection during the spring and summer of 1913. A large and creditable exhibit was held at the Chamber of Commerce in September in connection with the Municipal Budget Exhibit at which time the Superintendent awarded premiums to individuals, and banners and a cup to the schools making the most creditable records for the season. There is no department of the work that has in it greater possibilities from an educational, social and economic point of view than the work of gardening.

In connection with every school there should be ample garden space. If school grounds are not available, then vacant lots should, if possible, be leased. There should also be established children's gardens in the parks; and finally, there should be developed large community farms where families may rent good sized plots of ground and may engage in gardening on a productive scale, sufficient to meet their own needs and with a surplus to be disposed of through the city markets.

The emphasis on the work and the instruction offered through the schools should lead every child to cultivate a garden of his own either at his home, if there is available land, or in connection with some of the parks or community gardens.

Finally there should be developed a high school co-operative course in connection with the Hamilton County Experiment Farm so that we may offer a distinct agricultural course for high school pupils where they may have scientific farming, market gardening, fruit and poultry raising; where they may not only cultivate the soil, but gather, pack and market the products to the best advantages.

In such instruction I see hope not only of reducing the high cost of living but of turning the thoughts and desires of many city-bred children back to the farm as a means of deriving an independent and altogether desirable form of livelihood. So shall the city turn its face countryward and give back to the rural communities some of that strength of young manhood which has deserted the farm for the city—only to find that the joy of life and the means for supplying that life are not bounded by city limits. We may not give back the same country boys and girls who have come to the city with health and strength for the city work—and by seizing with eagerness its opportunities have succeeded where city bred boys and girls have failed,—but we may send back the children of a second generation to take up the work abandoned by their fathers and mothers. It is worth doing both for those who are to remain in the city and for those who may be lured to the country; and in the doing there are large educational possibilities.

That these may be realized, however, their should be a well-trained and competent supervisor in charge who can give his whole time to this department of the work—training teachers, supervising the nature study which should use the garden for its laboratory, directing the work of school and home gardening,—the high school co-operative course in agriculture—and organizing the community farms.

Special Departments.

These are grouped under the heads of German, Penmanship, Music, Physical Training, Drawing, Manual Training and Domestic Science, named in the order in which they were organized as a part of the public school system. I shall not attempt to discuss at length all of the departments, referring you rather to the reports of the Supervisors for details as to the work of each. I shall confine myself to a discussion of a few phases of the work which I wish to present somewhat fully.

German

I wish to express my approval of a department which was organized in 1840 and which for nearly three quarters of a century has held its own side by side with English. The work is of interest and importance from a sentimental point of view for the purpose of keeping alive in the children those traditions and ideals of the Fatherland which their fathers and mothers brought to this country; it is of importance because it opens to the children that rich storehouse of poetry, legend, music, art and science for which Germany stands. But the study of German in the elementary schools rests upon stronger grounds than either of these; it rests upon the strong educational foundation that a child educated to think, feel, will; to read, write and otherwise express himself in two languages is better educated than one who has had only one language. As a matter of convenience in this day of travel and international communication it is convenient and important for a person to be able to communicate in two languages as widely used as English and German—but aside from even that, the value that comes from a bi-lingual education is of the greatest importance.

Cincinnati was one of the first to make German and English alike open to all children in all grades, and she has held most strongly, and I believe wisely, to that position.

German is an elective at the beginning of the school year in all grades. A pupil having selected it cannot drop it for that year, after the first month, except by the permission of the Superintendent which is granted only upon the statement of a physician that the child should be excused from the study for reasons of health.

In many schools the pupils are in charge of a German teacher, especially in the lower grades for an entire day, alternating with the English teacher. In others where this plan cannot be worked out to advantage they receive German lessons for one or two periods a day. Under certain conditions pupils who have not begun German in the first grade may be allowed to begin it later in the course.

Upon entering the high school pupils who elect German and who have taken German in the elementary school, enter an advanced German class; those who have not, enter a beginning class.

While some cities may be considering the question of dropping the subject from the curriculum of the elementary school, I believe we should concern ourselves only with the administrative problems invoked; eliminating waste wherever it may be found, by effecting here and there a more economical classification; redistributing the time wherever it may seem desirable; and above all seeing to it that there is kept up a sufficient supply of well-educated and professionally trained teachers—to the end that this study of a second language may yield a rich educational return to those who pursue it.

Penmanship

Next to German, penmanship holds the place of honor in length of service as a special department. In the past the schools of the city have made a reputation in this department which attracted the attention of the entire country. Other subjects of later introduction may at present attract more attention, but can never take the place of writing. The subject is being well taught and is holding its own as an important art which cannot be neglected either from an educational or ultilitarian point of view.

Music

Music was introduced as a regular study in 1846, under the inspiration of Chas. Aiken who had recently come to Cincinnati from New England, bringing with him the ideas which were beginning to take root in that section. Cincinnati thus shares with Boston, Buffalo and one or two other eastern cities, the honor of leading in this work. For seventy years one family has been connected with the development of school music in this city. While the immediate work of directing the teaching for the first two years was in the hands of W. F. Colburn he worked under the direction of Chas. Aiken who assumed control of the work in 1848.

In 1879, Gustavus F. Junkermann who had served under Mr. Aiken's supervision for five years, became supervisor, continuing as such until 1900 when Walter H. Aiken who had been appointed an assistant to his father in 1876, became supervisor which position he holds at the present time.

This is a remarkable record. And no less remarkable is the uniformly high standard of children's singing which has been maintained for this entire period. In few cities are the results equaled, and, if the verdict of competent critics is to be accepted, in none are they surpassed. This is due in the first place to high ideals, to intelligent and skilful teaching, to a superior course of study and to the use of the best material for study and practice. But beyond all this is that which makes it possible for these necessary factors to produce a superior result; viz., the musical atmosphere, and appreciation of the city. Cincinnati is a great musical center. It began early to cherish the art of music and it has held fast to its ideals. Its singing societies, its publishing houses, its musical colleges and conservatories—its world-famed May Festival Concerts and its splendid Symphony Orchestra are all an expression of the city's appreciation of music as one of the fine arts for the individual, and the community.

In producing these results it would be difficult to clearly differentiate between the influence of the schools through this early introduction of music into their course of study, and that of the large German population with their traditions and innate love of music. Without doubt both have played an important part, each supplementing the other. It would be more correct to say that the fine music of the schools is the result and expression of the ideals of the community, seeking to produce that culture which comes from music; for I consider the teaching of music of fundamental importance in any system of education; if that is neglected or poorly done, there is something missing which no other teaching or subject of instruction can supply.

It is equally true that without this love of music in a community and a recognition of its importance, the schools could not have produced these results.

I consider the concerts of the symphony orchestra and especially those of the May Festival as the strongest incentive for a musical education which can be offered the young people of any community. They set the standards; establish the traditions; and create the atmosphere which are so essential for musical culture. More than that the participation of a large chorus of children in these concerts is of great value as showing what is possible in the way of training children's voices; it is an event, too, which the schools anticipate with the keenest interest. Pupils and teachers are expected to measure up to the high standard; and they do not fail to meet expectations.

The influence of the Symphony Concerts is seen in the fine orchestras which have been established in the high schools and are being extended to a number of the elementary schools. In the high schools the instruments have been purchased by the

Board of Education as an essential part of the school equipment. They are standard instruments, purchased on the theory that the best is cheapest in the end; and that pupils should not be expected to learn to play or to perform upon inferior instruments. The quality of the concerts given by the orchestras is sufficient justification for this department of work. This instruction is given by members of the staff of music teachers. Every favorable opportunity is used for the young people to express this musical teaching not only in concerts given as a part of the school activities but for teachers' and parents' gatherings and for other community affairs. A distinct feature ot the work—both instrumental and vocal—is this frequent application of the musical training in the service of the community. This helps to give motive to the teaching, producing results that would otherwise be difficult to obtain.

In the burget for 1914 I asked for an appropriation of $1,600 for the purpose of extending the musical instruction to the piano and other instruments. It was proposed to assign teachers to the Hughes and Woodward Schools who would teach piano classes after the regular school hours, thus making a beginning in establishing in the schools conservatories of music where pupils who have ability may obtain the beginning of a musical education in any direction in which their talents and tastes lead. Cincinnati made an early start and it has gone a long way in making provision through its schools for a musical education; but the results already achieved only point the way to greater possibilities and greater accomplishments. In this as in every other department of work we must move forward lest we lose the ground already won, through a self-satisfied contemplation of the progress made.

Drawing —Art

What the May Festival and Symphony Orchestra have been as an education in and an incentive for musical study in the schools, that the Art Academy and Art Museum have been and may to a still larger extent become in that art education that is inadequately expressed by the term "Drawing"—for this word applies to only a small part of the instruction and education in the realm of art that is designed to teach children to appreciate beauty and to express it in form and color; to see truth and the beauty of truth; to catch the message from nature and from human life; to rightly interpret it and to express it in such a way as to give the message and the joy which accompany it, to others. This is the mission of art. We cannot expect to produce skilled artists in the limited time given to the study in the elementary and high school courses. But we may reasonably expect to do two things: First, to cultivate in children to some extent a love of beauty; to create a desire for beautiful things; to teach them what constitutes beauty; to encourage them to express this finer taste in their dress and in the things with which they will surround themselves in their future lives; to produce that state of mind that will make them willing to say: "I had rather appreciate the things I cannot have, than have the things I cannot appreciate."

Second, we may hope to reveal to a few children the possession of those rare and peculiar talents out of which artists are born and which without this early education might not be revealed. To help produce one or two such who may speak for the great company of their fellows; who may voice the longings of the human heart for those who cannot speak for themselves, is to render a great service to mankind. But the teaching of art in the schools must not be art for art's sake, nor merely art for the artist's sake; but rather art for the artizan's sake; the raising by a little the level of intelligence and of the appreciation of beauty; the cultivation of that spirit that gives joy to work, and that rejoices in work well done. To this end there must be established a closer relation between the teaching of art and its application to the affairs of every day living; it must come to affect the people in their homes and in their work; it must touch and vitalize the industries of the city; it must influence the people in their buying and in their selling; it must help to create a finer public spirit which will express itself in clean and orderly streets, in parks and boulevards, in statuary and public buildings, and as well in beautiful, though humble homes. Unless art education does this, it fails of its purpose; unless we can see some of these results coming from our teaching of art in the schools, we should severely question the value of our work and begin to inquire as to the cause of our failure.

As I have already stated, the Art Academy occupies a position from which it may powerfully affect the art atmosphere of the city. In its relation to the schools it may become the greatest motive for art study and art appreciation. It has already been of great assistance and stands ready to perform a still larger service:

First—For pupils selecting the high school Art course the Academy offers a half day of instruction for four years. One-half of each day is spent in the high school, receiving instruction both general and that relating especially to art; the other half day is spent at the Academy working under skilled artists of national and international reputation. Here, too, surrounded by a great wealth of historic material is given the course in the History of Art.

Second—Lantern slides have been prepared together with a descriptive bulletin to be used in the elementary school to prepare pupils for a subsequent visit to the museum, where under the guidance of a museum instructor, the classes are given valuable lessons in the History of Art and in the development of civilization as exhibited through the art of all nations and all times.

Third—A valuable course in the History of Art is offered for teachers in connection with the work of the Teachers' College.

Fourth—An equally valuable "credit" course is offered for teachers in service.

Fifth—The regular and special exhibits held throughout the year, open to pupils and teachers, are a source of valuable teaching as to what constitutes art.

These are the main lines of connection so far established between the Academy and the schools. I now wish to speak of two other points which I have briefly discussed with the Director of the Academy:

First—The service which the Academy might render by establishing an exhibit once a year of children's drawing and paintings. This should be a limited exhibit—to which admission should be obtained only upon the decision of a jury representing both the Academy and the schools. Such an exhibit might be of large value as establishing a standard and serving as an incentive for the best possible work by the children. It should become a high honor to have a drawing or painting accepted for purposes of exhibition; and the highest attainable honor to receive an award in the exhibit. It would relate the work of the children to that of mature artists in the same way that the May Festival relates their ability in music to that of skilled musicians in orchestra and chorus, and to world-famed soloists.

Second—The second suggestion I offer is that some plan be worked out through the Academy and the Art Society, whereby the architectural features of school buildings and color schemes for the decoration of the same; where all pictures, statuary and other works of art to be installed within them should first be passed upon and approved by a competent committee on art before the buildings are erected or decorated.

I believe both of these results are possible and should be taken up for further discussion.

It will also be possible to more fully utilize the rich teaching material of the Museum in history and art for certain of the elementary grades.

I wish to refer finally to the possibility of establishing cooperative relations with the Rookwood and Wheatley pottery works whereby the resources and opportunities of these fine art establishments may be utilized to some extent for the education of pupils who have a taste for, an ability in this direction. If we omit work in modeling from the schools we are overlooking one of the most valuable means of art expression. There should be elementary courses leading up to an elective course in the high school which will find its expression in serious work of this nature under skilled artists and workmen. This would help to establish a course in this department of Art similiar to that already established in drawing and painting at the Academy.

I believe too that we should seek to establish certain relations with the Ohio Mechanics Institute whereby we may utilize the resources and opportunities of that Institution without attempting to duplicate the equipment and instruction offered there, as far as it may meet the needs of the community in certain lines of instruction which may be open to pupils enrolled in our high schools. This would apply especially in lines of technical instruction.

It is all one great work of education no matter by whom directed or under what name. We should seek to combine wherever possible and to use equipment and facilities without unnecessary duplication which leads to waste.

Adequate recognition has been given to the physical well-being of the pupils through the work of the Health Department and the Department of Physical Training.

Physical Training

The work in Physical Training is conducted by a supervisor and twenty-seven assistants, including all workers in this department. All of the later buildings are provided with well equipped gymnasiums; many with shower bath, and the last two elementary schools—Sands and Guilford—as well as the high schools, with swimming pools. The aim has been to make the school houses genuine health houses—not only where the pupils would retain the health with which they come to school but where they could become stronger and more healthy through their attendance.

The work of the Department finds its expression in play and carefully supervised athletics. It is designed to strengthen the strong—to counteract the confinement of the school-room and also by careful examination and wisely prescribed exercises to act as a corrective for those who have any physical weakness or defect.

I am presenting the more important sections of the supervisor's report which deals extensively with all phases of the work. Certain problems which he has presented have formed the basis for important conferences; others will be taken up for future consideration, to the end that the work may be made to yield the largest possible results in conserving and improving the health of pupils and teachers.

Occupying a field of its own, quite distinct from special or

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direct vocational education, manual training must be conserved for its own value and for the contribution which it makes to the general education of pupils irrespective of the particular vocations which they expect to enter later. It is a good thing for a pupil to be able to work with his hands; to be "handy with tools;" to experience the satisfaction that comes from making something; to be able to express himself in material form; to measure himself and his accomplishments with standards that tell the exact truth; to know from experience what it is to perform manual labor, and so have more sympathy with those who work. Its purpose is to give an all-round training; to make a pupil successful, inventive, creative. To do this, however, it must make a strong appeal to the pupil; it must have motive; it must not confine itself to school exercises; it must relate itself to a variety of processes; it must deal with a variety of materials; it must be connected with live problems; it must concern itself with the interests of the home, the school and the community from the point of view of making and doing. I believe, too, that it may become much of a prevocational course, revealing to pupils their interests and aptitudes without losing any of its other educational values—in fact, this should give an added value.

Manual Training

To this end we must expect a somewhat radical revision of the course in manual training. In fact this revision has been going on for a number of years and will continue, in the search for the best material with which to work and for the most valuable problems for solution. The work in Cincinnati has been responding to this changing point of view. The report of the Director will show how the Department has been "finding itself" for the past year.

I believe we shall look to two sources for the material for our new course in Manual Training:

First, *the home*. And we shall try to construct our course from the answers to these questions:

What does a boy need to know and be able to do to be useful around the home? What needs to be done to keep a home, its furnishings and surroundings in repair and in good order? What household occupations afford means of instruction in useful and beautiful work?

I believe any manual work to be of educational value must meet one of two conditions: It must construct something that is useful or beautiful; it must meet a real useful need or must be connected with something desired for its beauty, or for the joy which will come from its use; with younger children the toys with which they "make believe," and with older pupils those that become a part of their games and sports—will fall under this head. But play can never fully satisfy—there must be work, work that is joyous and a large part of the joy of doing will come from the well doing.

The home with its varied problems connected with carpentry, plumbing, electricity, planting, gardening, cobbling—with its hundred and one problems in daily living—affords a rich and varied field which we should thoroughly explore and from which we should extract our problems from which and through which we should teach the processes that will help to make the home the center of interest for boys as well as girls—a place not only where they may eat and sleep, but which they will love because they have a part in its creation and maintenance—a home in which they are not deprived of their birthright—a right to the education that comes from useful work.

This will be the first and great source from which we shall draw material for our new course—new in its spirit, motive, source and application—rather than in the methods and materials with which we shall work.

Second, we shall also look to *the industrial occupations of the community* as our second source of supply. We shall try to analyze the industrial, agricultural and commercial occupations to discover what elements they possess—and what processes they represent which can be made of educational value when taught in school. We shall do this for two reasons: to make the pupils intelligent with reference to the life and work of the community of which they now are, and are to become a still larger, part; educating them to an appreciation of this larger life by affording them an opportunity to become acquainted with some of its fundamental processes; by, as it were, a variety of playing at grown occupations with the play gradually merging into service and intensive work. We shall afford through this means that prevocational experience and education that will give a pupil through a wide acquaintance with a variety of occupations, a better chance "to find himself;" and to decide with more intelligence what he wants to do.

This, then, I believe to be the function of the course in manual training, adapting itself to the needs of different sections as well as to the needs of pupils. Not only at the Oyler School, which was a pioneer in this newer field, and which still leads the procession, but at the Riverside, Dyer, Lincoln, Madisonville, and several other schools has this more vital principle been given expression.

The experiment which is being tried at the Woodward High School with a group of thirty over-age boys is a most interesting and profitable one. They are not high school pupils but have been selected from the seventh and eighth grades and placed in the Woodward building—simply because the shop equipment was available there for the work which it was desired to undertake. They are working in two groups, alternating between the shop and the class-room.

In the shop they have been set to work upon real problems making articles of furniture to be used in the school. The most ambitious and most satisfactory piece of work has been the manufacture of the manual training benches for the new Fifteenth District School.

The experiment seems to be a success for these muscular-minded pupils, and points the way to its extension to other pupils. When the Fifteenth is equipped and ready for work, in September, 1914, it is planned to organize several similar groups.

Domestic Science and Art

What has been said with reference to Manual Training, applies with equal force to this department. The newer terms, "Home Economics" and "Household Arts and Science" convey the newer and larger meaning of this work in both elementary and high schools. It is no longer simply cooking and sewing, but the entire problem of household education, which is taken into consideration.

The Supervisor and teachers are awake to this newer conception and are seeking for those motives and for those forms of teaching and application which will vitalize all their work. They are developing a program that has in it the largest possible amount of useful work consistent with progressive development; for here as elsewhere we need to recognize that mere work may not be, and probably is not, of large educational value. But when the real work is used as a means for teaching progressive difficulties, each as it is learned becoming a stepping stone to higher accomplishments; then work takes on the character of education, transcending in importance mere school exercises which do not have this quality of useful work.

As a means to this end, I included in the budget for 1914 a request for $5,000 with which to open one or more "Home-Schools," similar to the school which I had organized in Providence, and which, I believe, has in it great possibilities for teaching girls the household occupations.

To make clear what I have in mind for such a school, I submit the following extracts from an address on this subject delivered before the Department of Superintendence at the Philadelphia Meeting, February, 1913:

"The 'Home-School' was organized as a result of a deep conviction that it is the business of Public Education to train girls more directly for the household occupations; that since the home is of more importance than the shop or factory, it is even more necessary to educate girls for motherhood and the home pursuits than to educate them for the industries and the professions. It was also organized as the result of a second conviction—almost as strong as the first, viz: that the courses in sewing, cooking, 'Domestic Science and Art,' 'Household Arts,' 'Home Economics,'—by whatever name called, are not affording the education and training needed in this direction; nor did I believe that the expensive 'Model Flats' being installed in the newer school buildings, would solve the problem, since at best they are only a make-believe—too formal, too expensive and too remote from the real conditions of home to constitute a vital motive and to afford the necessary connection between the school and the home. And more than that I knew that a large proportion of those most needing this instruction were leaving school to enter upon pursuits that left little time and inclination for learning the simple household occupations in unattractive home surroundings. To turn the thoughts of some of these away from the department store and the factory, toward the work of the household as a more desirable vocation; to give vision and to bring poetry and beauty into what would otherwise be only the drudgery of daily life, 'to capture the *soul* that must one day express itself in the relations of wife and mother'—this was the purpose and the ideal of the 'Home-School.'

"That the purpose might be more certain of realization, and that the ideal might have a fitting embodyment, it was decided to organize the school not in the school-house but in a home-house, like those in which the girls lived, differing from their homes not in kind but in quality. And most important of all, by placing in charge of this home, not teachers with the school-room traditions who would be likely to teach *about* household occupations, but rather women of strong home instincts, who had had experience as home makers and house-keepers, who by their companionship and by their own refined personality might inspire in their pupils a love of home-life and an appreciation of its duties and responsibilities; a school—with the emphasis upon the Home; a house-craft school in which the teaching was to be given through living experiences, under conditions that were as near those of the actual home as they could possibly be made.

"There were to be no evidences of a school in the furnishing; it was to be a real home, but such a home as might be possible for an industrious, intelligent working man, with a wife, who, by economy and good judgment will make both ends meet; where much is made of a little, and where good taste, simplicity, order and appropriateness take the place of expensive cheapness. There must be no article in the furnishings whose purchase would not be possible and desirable in the families of the neighborhood.

"The girls were to have the entire responsibility and do all the work connected with the school. They were to wash, iron, clean, sweep and dust; sew, mend and make-over; they were to cook, serve and eat; build and tend the kitchen fire, and sift the ashes.

"In the spring they were to plant the flower and vegetable garden in the backyard; tend it in the summer; cook the fresh vegetables, and pickle and preserve the surplus for the next winter's use. And there were to be long walks into the country for the girls who were free from work—to gather the wild flowers; and the wild grapes, apples and barberries for preserving and jelly-making. It was to be work, but work that was joyous. The talks by the teachers and the note taking were to be so closely related to what was being done that they would constitute an essential part of the work. Intelligence, skill, power, joy were the results; learning through study and work closely related.

"The cost and value of food and all other materials were carefully studied; personal hygiene and household sanitation were given due attention; feeding, bathing, clothing and care of younger children and babies occupied an important place on the program. And there were quiet hours for reading and meditation and serious conversation on the deep things of life; for these girls were being made ready for motherhood—and the spiritual ideals of home life were considered fully as important as the training in household occupations.

"On Saturdays the mothers of the neighborhood brought their babies to receive advice and instruction from the Superintendent of Child Hygiene and a school nurse.

"I must omit any discussions of the specific vocational training for waitresses and domestic service which are possible in a school of this nature, in addition to its larger function of educating girls for homes of their own.

"Before closing, however, I wish to point out one other direction in which such a school may fill a large and important place in a community, viz: as a neighborhood center in which the home life of the people may be magnified.

"The 'Settlement House' has shown the need and has pointed the way. The Home-School maintained at public expense, belonging to the people themselves, will render a still larger social service, more general in its application and more permanent in its results.

"What the regular school-house with its assembly hall, gymnasium and class-rooms may become as a civic, recreation and educational center, that the Home-School may become as a genuine, social home center from which shall radiate that spirit of friendship and those kindly influences that will reach the homes of the community and help to transform the residents of the city into the old-fashioned neighbors of the country.

"The Home-School in the poorer neighborhoods will stand as a living example of what a home should be, an ideal of home life in which economy, thrift, good order and beauty are so taught that they will be lived into all phases of home and community life.

"But the school will do this only as it holds resolutely to its own ideal of *a home that is not beyond* the comprehension or ability of the girls to realize in their *own* homes—a school in which they may learn through living experience what a home should be. *If* such an ideal is maintained, then many who come within its influence will feel as one girl did, who said, 'This place looks more beautiful to me every time I come to it' and some will go out from it to do as another did, who gathered a group of girls in her own home to teach them the things which she had learned at 'The Home-School.'

"Then across the lintels and upon the door posts of many a humble home of limited means, where self-denial and strict economy must be practiced, but where peace and contentment abide, may be written these words, as a tribute to the 'Home-School' mother of the household; 'Give her of the fruit of her hands, and let her own works praise her in the gates.'

" 'One ship drives east and another west
With the self-same winds that blow;
'Tis the set of the sails and not the gales
That sends them the way they go.

Like the winds of the sea are the ways of fate
As we voyage along through life;
'Tis the set of the soul that decided its goal
And not the calm or the strife.'

"It's our business to help give the right set to the soul; the Home-School will, I believe better than any other educational agency, give the set toward the home, and will enable the soul to find in it the goal of its highest expression."

The following quotations from "A Program of Related Work and Study" and a letter submitted to the principal of the school upon my departure for Cincinnati, will still further indicate the spirit and methods of work if such a school is to reach its highest development:

"As I am about to leave the city and shall not have the opportunity of conferring with you in regard to the future development of the Home-School, permit me to offer the following suggestions and to submit as a course of study, the accompanying outline which will serve as a general guide in the development of the work.

"I wish to emphasize above all things that you keep the home spirit . Never let that escape; you can afford to sacrifice anything else; it is the most elusive, the most difficult to obtain and retain, and the most essential element in all the work. If you lose that, you lose much that distinguishes the Home-School from the domestic science school,' 'model flats,' and other attempts which have been made and are being made to educate girls in the home pursuits, and to give a training which shall react upon the home itself.

"Strive to keep all your work free from formalism and routine; make it simple and direct and meaningful. Hold fast to the principle of educating through living experiences rather than teaching about processes. And yet there must be teaching and direction which shall fill these experiences with meaning.

"Offer a large opportunity for the display of initiative and resourcefulness on the part of the girls; give every encouragement to invention and creation; and yet while holding these things firmly in mind, remember that there must be progressive development and increasing difficulties to be overcome if character and skill are to be developed.

"I believe the outline which I am transmitting will help in that direction and will afford the necessary guide for future development.

"This is not, however, to be accepted as a finality. The Home-School must continue to grow, and to unfold. Things cannot be finished and completed where life processes are concerned.

"The program is to be one of learning through work, together with such demonstrations, discussions and reading as may be necessary to give meaning to the lessons in work.

"The program of activities will fall into four general groups: cooking, sewing, housekeeping, hygiene.

"The girls attending any one session should be divided into three groups of from ten to fifteen each—one group being employed in cooking; one in sewing; one in housekeeping and hygiene.

"The groups should rotate in their work in such a manner that all may have an opportunity to participate in the different activities, during three successive days of attendance.

"The sections in cooking and housekeeping should be subdivided into smaller groups affording each girl definite tasks that she may be profitably employed and may have an opportunity to make progress through solving problems of related difficulties.

"In connection with the work in sewing and cooking, consideration should be given to the cost of the materials used.

"The cost of each article of clothing should be considered with reference to itself and to the amount which can be spent upon the entire wardrobe; the quality, durability, and desirability of different materials, and the most appropriate articles of wearing apparel for various occasions should also be carefully considered.

"In addition, there should be a consideration of the different items of expense which enter into the maintenance of a family, as rent, fuel, food, clothing, etc., all related to given incomes.

"The housekeeping course should be carried through the three years; on account of the nature of the work little difference can be indicated in the requirements for each year. All of the work, however, should be planned with reference to progression, and with a view to creating independence and initiative. The course should include: sweeping, dusting, airing, cleaning furniture and painted surfaces, care of floors, rugs, curtains, etc., papering, painting, simple repairing, home decoration; general care of all parts of the household; removing stains, laundry work, bed-making; different ways of spreading the table and serving a meal in the home; training for the waitress.

"In connection with the courses in Cooking, Housekeeping, and Hygiene, the following matters pertaining to the management of the home should receive special consideration: moulds—a form of plant life causing decay, milk tests, butter tests, coffee tests, simple water tests, making of filters, home heating, making of fireless cookers, home ventilation, meter readings, sanitary plumbing, electric bells, cost of home lights—suggestions for imprivements, the home garden—flowers, fruit, vegetables.

"For those desiring it, instruction should be given in basketry, chair-caning, the making of box furniture and other arts that can be used to advantage in the home.

"Establish and maintain close co-operation with the homes of the neighborhood; confer often with the mothers; encourage the girls in every possible way to apply in their homes the lessons learned and the skill acquired at the Home School."

Unfortunately the financial situation here has made it necessary to postpone these plans for the present. I hope a beginning in this direction may be made another year.

Kindergartens

For nearly thirty-five years, the Cincinnati Kindergarten Association has fostered the Kindergartens of this city, both those supported at public expense and those maintained by private funds. During all this time, the Training School has been sending out a constant supply of well trained kindergartners. In 1905, the Board of Education took over from the Association two kindergartens and has continued to add to their number from year to year, until at the present time there are forty-eight kindergartens connected with the public schools, with forty-eight directors and thirty-six assistants, under the immediate direction of the Supervisor of Kindergartens.

From the first, the public kindergartens were organized upon an ideal basis for the most effective work—the children attending in the morning with the teachers free in the afternoon for related lines of activity; one afternoon each week being devoted to conference with the Supervisor, teachers and others connected with the Training School; one to conferences with mothers and the conducting of Mothers' Meetings; two to home visiting; and one to teaching in the First Grade. This plan has helped to tie together and conserve all the forces that make for the highest usefulness and development of the kindergarten and the kindergartner. Connection is thus made with the homes on the one hand and with the primary grades on the other, while the connection is maintained with the school in which the kindergartner received her training in the first place—all under the direction of the Kindergarten Supervisor.

Provided all these connections are vital and all the forces are working together with unity of purpose, the arrangement is well calculated to produce a high degree of efficiency.

The forces which have been back of the Kindergarten movement in this city are singularly unselfish and have been actuated by high ideals. There have been, from time to time, differences of opinion as to questions of administration, but even these differences and the frank helpful discussions which have resulted have led to higher development, because all have had an earnest desire to contribute to the welfare of the Kindergarten work.

In return for the service which the Kindergarten Association was rendering the public schools of the city in the training of kindergartners, the Board of Education has annually contributed from $800 to $1,200 toward the support of the school, making the payment for the services rendered by the cadets.

It seemed to me, early in my consideration of this subject, that the time had come in the natural development of the work where the interest of the Kindergartens, the girls in training and the Association would best be served if the Superintendent of Schools were authorized to appoint outright a teacher in the Kindergarten Training School, paying for her services through her connection with the College for Teachers, and allowing the principal of the school to assign the girls in training, subject to the approval of the Supervisor, to such schools as would afford them the best practice as a part of their training without reference to the fact that their services might be needed in the school to which they were assigned for observation and practice. Without doubt, the best practice would be obtained when they performed a useful service, and this should be taken into account in making assignments, but the need for their services should not be the controlling one.

I accordingly made this recommendation which has been accepted by the Board of Education and will go into effect in September, 1914.

My second suggestion has to do with a larger service which the kindergartner might render the school with which she is connected, as a social worker, or school and home visitor. This should not replace her distinct kindergarten activity, but should be a simple extension of it and in line with the natural development of the work.

The discussion and adjustment of all these problems as they arise should be upon a constructive basis, holding fast to all that is helpful and good in present or past plans, modifying them from time to time as developments indicate the need. We should be reasonably sure, however, that new adjustments do not sacrifice existing values, but that they make a positive addition without a corresponding loss. If we move forward in this spirit, we may be reasonably certain of advancing the cause of the kindergarten to a still higher plane of usefulness than the enviable one it already occupies,—

"Without halting, without rest,
Lifting better up to best."

One of the finest developments of the kindergarten movement in this city has been the organization and continued activity of the Mothers' Clubs. Their annual meetings where some 1,500 mothers, delegates from all sections of the city, come together to confer upon school and community matters, represent a force of great educational value, making for a more genuine and representative democracy. As our ideal we should look forward to a kindergarten in every school, with an active and well developed Mothers' Club connected with every kindergarten.

Special Schools

The schools for the blind, deaf, feeble-minded, and retarded, as well as the special instruction to correct speech defects and for foreign-born pupils, have continued to perform their work in a highly satisfactory manner. It was planned to substantially extend and develop this special work that it might more fully meet the needs of all children in the city, requiring any form of specialized instruction, but for the present year it has been necessary to abandon all plans for an extension and to be content to hold the ground already won. I highly commend this work and ask for the opportunity to develop it as funds become available.

On the first of January, 1913, the Board of Education undertook to supply the teachers and to direct the educational activities for the House of Refuge.

Boys' Special School and House of Refuge

This action and the consideration of its results lead me to venture the statement that the House of Refuge in all its operations should be considered as an educational institution and that it might well be placed under the direction of the Board of Education.

In that case the Boys' Special School might become a department of the institution. All the activities of the institution should be organized and utilized for educational purposes for both boys and girls. The ordinary class-room teaching does not adequately meet their needs. It has its place but should be considered as only one feature in a more complete educational program. The organized household occupations for girls and the farm and shop occupations for boys together with some opportunity for distinct trade instruction combined with the academic teaching will afford a more promising outlook for many of these children.

Child Labor Bureau

This department is performing a work of distinct educational value. While it is under the general direction of the Superintendent of Schools with reference to the issuance of work certificates as required by statute, it is maintained without expense to the Board of Education. Mrs. Helen T. Woolley, formerly professor of psychology at Mt. Holyoke College, is in charge. The Bureau is maintained through the co-operation of the Schmidlapp Fund and the Child Labor Committee who are making substantial contributions to the cause of education through the social and economic studies which are being conducted by the office in connection with the issuance of working certificates.

Briefly, the plan has been to select 1,000 children and obtain a record of their development through testing them by scientific laboratory methods for a period of four or five years. Five hundred of these children are those who have withdrawn from school and entered the industries, shortly after reaching the age of fourteen; the other half are children of the same age who remained in school. Both groups were selected as nearly as possible from the same social environment, and represent similar economic conditions.

It is a serious attempt to study the effect of industry upon children between the ages of fourteen and eighteen or nineteen and the corresponding effect of school attendance. Not only are the mental results studied but a careful record is kept of what happens to these children during the five years from an economic and social point of view. The investigations have now been conducted for three years and an account of the results has awakened a keen interest in educational circles. You are referred to the report of Mrs. Woolley for a full statement of the results so far obtained.

It is the first serious attempt in this country to conduct the issuance of working permits upon a scientific basis. The work accomplished is sufficient to demonstrate the necessity for and to point the way to a much more careful supervision of children in industry.

The taking of the census, or the enumeration of school children:—the Truancy Department—which should be renamed the Attendance Department, to more clearly define its proper functions; and the Work Certificate Office, which should seek to establish standards of employment, should assist children in obtaining positions, and should refuse permit to work under unfavorable moral or economic conditions—these three departments now distinct should be united in one comprehensive plan of organization. The functions of each are so intimately related to the others that a unified form of control is necessary if the best results are to be obtained.

The census is for the purpose of locating the children; the Truancy Department is charged with the duty of seeing to it that every child is in school or at work; that he does not absent himself unnecessarily from school; and that he does not work illegally, taking into account both the age of the child and the character of the employment; the Work Certificate Office sees to it that his age and physical condition are such as to permit of his going to work; school attendance and employment are also checked up. It is all a part of one plan to make sure that every child receives an education; that he does not grow up in idleness and ignorance. Until the work of these three departments is more closely unified there is bound to be lost motion and wasted effort, with resulting injury to the children.

I am certain, too, that this control of children must be extended to their work quite as much as to their school attendance. We place them in school, we promote them, we transfer them, we supervise their study; we are doing it for their sake and for the sake of the state. If they voluntarily remain in school we continue to exercise this control until they are eighteen or twenty years of age; if they elect to leave school, we content ourselves with making certain that they are fifteen years of age, if boys; and sixteen, if girls; and allow them to go their own way unsupervised and uncared for—with education neglected. These are the ones most needing our help and care, while we busy ourselves entirely with those who elect to remain in school. The education of those who leave and of those who stay is of equal importance. Their social and economic welfare is of equal importance, and we must undertake the function of caring alike for both; of placing to advantage those who would work for a part of the time, their education and their work to go on side by side, each helping the other. We must get rid of the terms "leaving school" and "dropping out" by abolishing the conditions that make these terms possible. No child should be allowed to sever his connection with school until he is ready to enter the vocation of his choice—intelligent and fairly well prepared for the work he is to follow. We should see that he has the education that will enable him to make an intelligent choice; that he receives from that time on the education in school and in his chosen vocation that will make him a useful worker. We must not only see that he is placed to advantage but that he is followed up with opportunities for such promotions and advance in pay as his ability and application deserve.

I realize that this is going a long way; that it is invading the domain of private control; that it is assuming a tremendous responsibility; but I see no place where we can stop short. It needs to be done and the educational authorities are the ones to undertake it. The present conditions cannot long exist; while the advances made within the last few years all point to such a conclusion. We shall not reach the final stage by one long step; we shall continue to approach it by degrees.

I believe, however, that it is worth while to point out what seems to me the inevitable goal, that with our eyes fixed upon it we may approach it with directness of purpose. There can be no turning back, no faltering, no timid shrinking from responsibility.

Three quite distinct forms of Continuation School have been developed in Cincinnati:

Continuation Schools

(a) The Apprentice School for machinists and printers' apprentices.

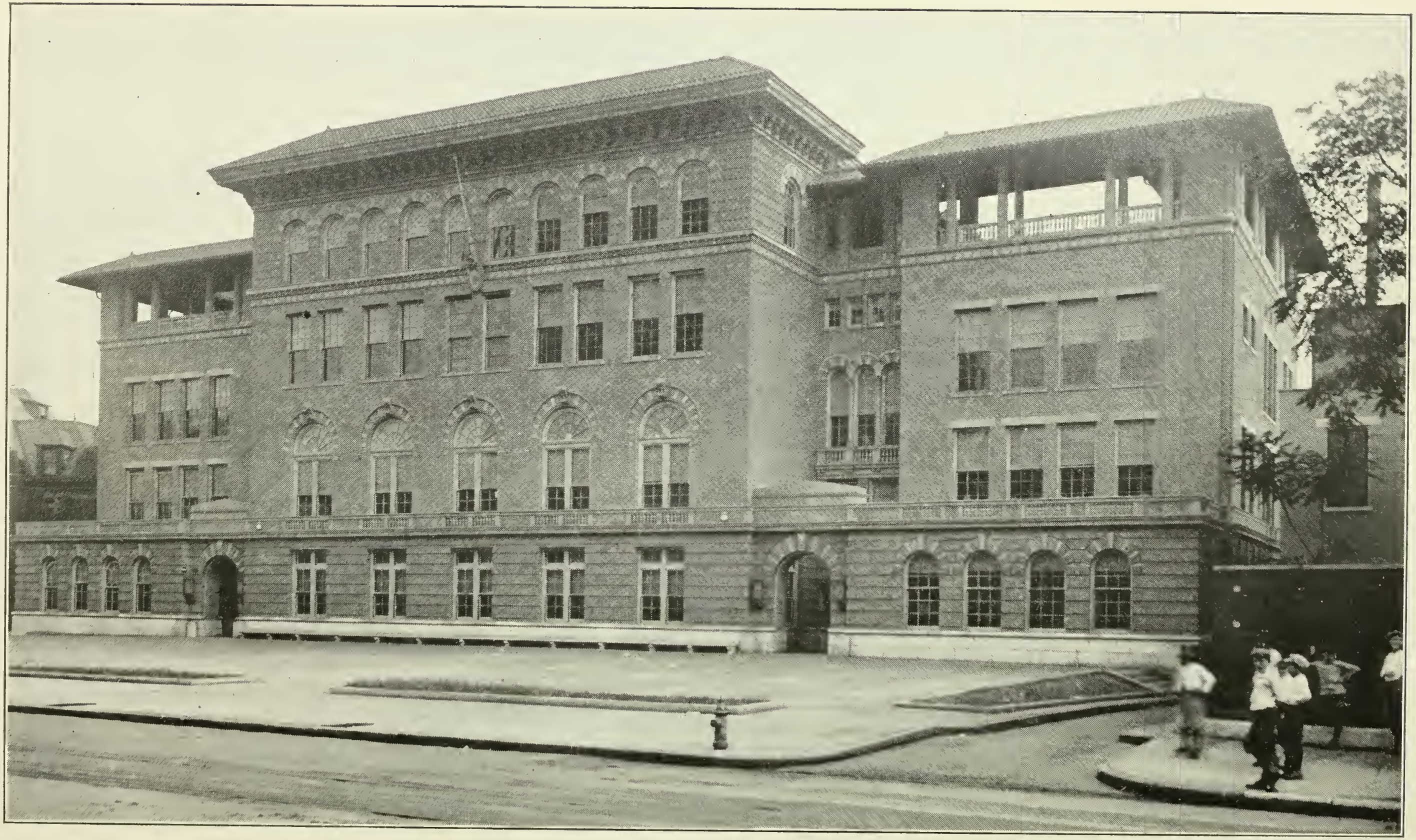
(b) The Compulsory School for pupils at work between the ages of fourteen and sixteen who have not completed the eighth grade.

(c) The voluntary classes for mothers and young women.

(a) The first was organized in 1909 under the direction of Mr. J. Howard Renshaw, and was not only the pioneer school of its kind in this country, but has maintained a reputation for the kind and quality of its work which still gives it the lead among similar schools. Young men who are learning the machinist and printers' trades, attend the school for a half day each week, for forty-eight weeks in the year, upon the employer's time. They are given the mathematics, drawing, English, history, geography, and economics that relate more or less directly to the trade they are learning and which prepare them for advancement to the more highly paid and responsible positions in that trade; they are also given an education in citizenship which will help to make them better and more useful members of society. A consideration of the problems involved, by the principal of the school, the supervisor of industrial education, the superintendent and the director of apprentices in one or two of the establishments from which the boys attend the school, has resulted in two movements during the year that have in them great possibilities, when properly worked out. The first relates to the shop, in an attempt to open up for the boys better opportunities for learning the trade in which they are employed, so that they may have a wider knowledge of the related branches of the trade and may be advanced from one department to another as they become familiar with the operations of the work in which they are engaged. From the school side the most important move was the assembling of the foremen of the shops by the principal to confer with him upon the work of the school. Here was discussed in the frankest and most direct fashion what a boy needs to know about his work which cannot be taught in the shop, and which should be taught in the school. This group of men, together with the principal, has been designated "The Faculty." Such a conference has in it great possibilities for making the work direct and purposeful, on the side of trade efficiency. There must also be reserved a substantial margin in which may be given that general education which will help to make a workman more of a man; which will give him "industrial integrity;" which will inspire him to put the best of his thought and heart into his work; will help him to rise to the better and more responsible position in his tràde and will open up to him new opportunities and possibilities.

(b) The Compulsory Continuation School was organized in 1911 under the direction of Miss Mary M. Conway, and has done much to attract attention to the intelligent and progressive educational policies of Cincinnati. From the first, the difficult problems involved in this work have been met with singular ability and have been solved, one after another. The schools were organized upon a compulsory basis—four hours a week attendance required of all pupils at work between the ages of fourteen and sixteen, until the completion of the eighth grade.

The opposition of employers to the law at its first application, the unwillingness of the pupils to return to school after they had left and gone to work, in some cases a reduction of pay due to school attendance, in others an unwillingness to give time to school which they might have for recreation—opposition from both these sources was met and overcome in a wise and careful manner, during the first year of the school's existence. During the second year, administrative and teaching problems were work-



GUILFORD SCHOOL

ed out, and the course of study more fully related to the industries in which the pupils were employed. While the school had been a success from the beginning, under the direction of teachers especially trained for the work, yet as the result of two years' experience, it was becoming well established and highly efficient, when the enactment of the law of 1913, raising the age of compulsory attendance to fifteen years for boys, and sixteen for girls with a completion of the sixth grade for boys and the seventh grade for girls—without any additional provisions for continuation school attendance—practically abolished the compulsory continuation school, leaving subject to its terms only boys between the age of fifteen and sixteen who have not completed the eighth grade.

A subsequent ruling of the Attorney General, whereby pupils who held working certificates obtained prior to the date when the law went into effect, left about 1,600 pupils in attendance for the school year 1913-14. In September, 1914, however, the school will be confined almost wholly to a small group of fifteen-year-old boys.

This unexpected change which largely destroyed the value of the well matured plans for the school, has made it necessary to consider the needs of the situation from a new angle. Our thought for the year has been turned in two directions: The possibility of organizing voluntary classes for young people beyond the compulsory school age who were at work, and the necessity of doing something to better meet the needs of the young people retained in school—in anticipation of the time when they could legally leave school for work.

Under the first, salesmanship classes have been organized in three of the large department stores,—a teacher in the Continuation School being sent to each store for two lessons a week. This plan has been very successful and has worked out to the great satisfaction of all concerned. In authorizing the establishment of these classes, I took occasion to explain the basis of my action, in sending a teacher at public expense to conduct classes in private establishments. The essential portion of this letter of instruction to the Supervisor will be found quoted in her report, to which you are referred for what I consider the statement of an important principle in public education.

Under the second division, many conferences have been held and much thought has been given to the problem of varying the instruction and plans of work to meet the needs of pupils between fourteen and sixteen who, in the future, will be retained in school, but who will leave as soon as the law permits.

It is not enough to retain them in school; we must provide courses which will make it worth while for them to remain and which will make them more valuable to themselves and their employers, when they begin work, that they may receive a higher initial wage.

A committee of principals appointed by the Superintendent during the summer to consider this problem made the following report which was adopted by the Principals' Association:

"First. These classes shall be known as the Pre-vocational classes, and shall be for those children who are ineligible for the Continuation School.

"Second. The time of these classes shall be equally divided between Industrial and Academic work.

"Any deviation from this must be with the consent of the Superintendent.

"Third. All academic work, with the exception of history, shall grow out of their industrial work. The English in particular shall concern their vocation.

"Fourth. The industrial work of these classes shall be of the widest diversity, that the greatest variety of opportunity shall be afforded the child.

"In diversity of occupation, advantage shall be taken of the departments now established.

"Fifth. Each school shall care for its own pre-vocational classes where possible and under all other conditions, there shall be established centers where the work of the classes may be conducted.

"Sixth. It is the sense of this Committee that the work shall be so conducted that these children shall not feel that they are in school simply to spend the time till they can go to work, but shall be inspired to further work and higher education.

"Seventh. In order that the greatest possible number of these children shall be saved to higher education, it is highly important that teachers of the greatest skill and sympathy shall be selected for both the Industrial and Academic work."

Mr. O. P. Voorhes, Chairman of the Committee, added the following important statement of principles:

"PRE-VOCATIONAL WORK SHOULD RESULT IN THE FOLLOWING:

"1. If possible, it should help boys and girls to earn an honest living, which is the very foundation of good citizenship, a thing which can not obtain if one lacks the power and means of self support.

"2. To help them that are already at work, to render a more efficient service, which, sooner or later, means better conditions not only for themselves, but also for their employers.

"3. To stimulate them with higher ideals, if possible, than those which they now possess, and to give them such training as will make possible the attainment of them.

"4. To make their training along industrial lines so manifold, that whatever changes may come in industrial activity, or whatever new devices may appear, they may be able through their resourcefulness, to meet the situation.

"5. As trades are divided up into infinitesimals, in so far as the finished product is concerned, every artisan should have access either through visitation or library help, to such information as will give him a knowledge, however small, of the entire process in which he is engaged."

"6. Finally, the goal should be skilled labor, born of a real love for work, which will surely obtain if this labor have intelligent direction."

Number four above is the key-note of the Oyer shop.

A study has also been made as to the possibilities of connecting the schools with such an unskilled piece of work as the Messenger Service, in such a way that these boys may not spend two or three years in this work and then be left to shift for themselves without any training for other lines of work; largely disorganized by the years spent in running errands for the public. In outlining the approach to this subject, I laid down the following principles:

"1. An agreement on the part of employers not to send boys into questionable resorts, or other places where their morals will be affected.

"2. An initial wage sufficient to attract the right kind of boys.

"3. The selection and recommendation of the right kind of boys for the work, so that employers may look to the school authorities for a supply of new boys.

"4. An opportunity to learn the business, leading to general business intelligence and skill in the occupation, while doing the errands for the firm.

"5. The development of courses of instruction in school which will prepare boys for this work, and which will afford instruction relating to the occupation, and, after the boys begin work, which will make them more responsible and skillful for the work and for promotion to positions of greater responsibility and better pay.

"6. Free opportunity for promotion, with the recognition of ability and application and an increasing wage sufficient to serve as a stimulus."

To this should be added:

"The continued education of those employed as messengers, that they may be ready to enter some other occupation when their usefulness or desirability as messenger boys is ended, provided they do not wish to accept or there is not opportunity for their employment in more advanced positions connected with the messenger service."

We ought to bring about such an agreement that the companies employing messenger boys will accept only those recommended by the school authorities, and will employ them only on condition that they attend school one half the time. And this arrangement when worked out should be extended upon similar lines to other occupations, until the Continuation School relates itself to all the occupations of the community and holds in school, for part time, all those who are working under the age of eighteen, affording an education which is both general and specific, relating to the occupations in which the pupils are employed, and preparing for promotion in the service or for more desirable occupations, if the work in which he is employed is not commensurate with the pupil's ability and inclination. We need to keep the roads open to the top and into other occupations, if the young person by ability and ambition shows himself capable of filling more desirable and responsible positions.

While the problem is a difficult one, I believe there are good possibilities in such an occupation as the messenger service and that we may be able to establish a working plan which will be of material value to the boys engaged in this work, and which will help to put the work itself on a higher plane.

We need to fully recognize the fact that such work has to be done, and that boys will continue to do it. It is only for us to decide whether or not we can step in and help to make it an educational piece of work, preparing for promotion in the service, or making them ready for a useful place in some other line of work when they are no longer needed as messenger boys.

The above discussion points the way to the new Continuation School which will anticipate the time when pupils are to go to work and which will continue to exercise control over them both in school and in industry, after they begin work. I am looking forward to the time when this control will be extended to all pupils under eighteen years of age, and when between the ages of fourteen and eighteen we shall be giving a form of education that will prepare young people to occupy useful places in society, entering the vocations of their choice with some preparation for efficient service. This education must be given through a combination of work and study, largely along the lines of the co-operative course. This will make the Continuation School of still larger usefulness and will replace the type which is largely abolished by the operation of the present law.

I cannot commend too strongly the value of the work which has been done by the school, nor the devotion and wisdom of those who have developed it. This same energy will make the school, under changed conditions, a still larger success.

(c) The voluntary continuation classes, or Mothers' Classes, for the study of sewing, millinery, cooking and other home economic problems, are among the most valuable features of the Continuation School work of this city. One thousand nine hundred mothers and young women enrolled in these classes for the present year. The work which they are doing, and the new center of social interest which has come into many of their lives is of tremendous educational significance. Some of these classes meet in the evening to provide for young women whose time is fully occupied during the day. But whether meeting in the evening or late afternoon, there is always present the same spirit of earnestness, the same eager grasping of the opportunities; the same joy in accomplishment. This is a phase of the work that should be carefully guarded and extended. It will react directly upon the home through present and future mothers as home makers and housekeepers. I consider the expenditure of the money that goes to this department of the work as one of the wisest authorized by the Board.

Vocational Education

In April, 1897, while Superintendent of Schools in a small New England city, I prepared a short address on "The Ideal School," to which I have referred upon several occasions, but no part of which has been published. I wish to submit an extended quotation from this address, since it is the first expression of my views on vocational Education and contains much of what I have thought or said upon the subject during the seventeen years since it was written. In preparing the paper, I presented it as a dream:—

"A dream of the ideal and yet a dream, which in the future may become a reality. I seemed to see the school not as a detached institution of the community, not a thing by itself, but as though all the forces of the community industrial, social, intellectual and moral, were so organized that they were one, not in hope and word—but in very reality. And it seemed that, once this idea having taken possession of the community—that it was their chief business and greatest desire to give the best possible chance to the childhood of the day to become the fullest manhood of tomorrow—they had the wisdom given them to see their desires and plans fulfilled by an organization of the life of the community in such a way, as to bring these ends to pass. I seemed to see very clearly how this had been brought about in the industrial direction. There were no longer Manual Training Schools, as such; there were no Mechanic Arts High Schools, no Commercial Colleges. Instead of these subjects being taught by unskilled teachers—well educated in general subjects but totally unfamiliar through personal contact with the things they were trying to teach,—with industrial and business practices; instead of being presented in ordinary school rooms, or even school rooms especially fitted for the purpose, which at best are only imitations of the real and so have an element of unreality about them; instead of playing at banking and 'actual business;' instead of whittling, with little incentive for making chips, because neither whittling as the child wants to, for fun, nor for the pleasure he has in making something which he can have as his own product, or which serves a useful purpose; instead of all this I saw the industries of the community installed in such a way that there was an apprenticeship department in each, or a modern modification of the apprenticeship idea.

"The great wholesale departments, in leather, in cotton and woolen goods, in provisions, in the manufactories of silver ware, of watches, clocks, shoes, etc., all the great industries offered abundant opportunity for the youth to not only become familiar with the work of each, but to discover in what special line he had adaptability. In each of these institutions there were light, airy rooms in charge of the most skilled instructors, where useful work was actually to be done by the boys and girls there employed. They were to be advanced from room to room—from the simplest work to that requiring the most skilled labor. This was not to be done apart from the school: it *was* the school, most effectively teaching in this way, and with the *mental development* of the pupils constantly in mind; all this work, done, *not* for *skill of hand alone,* but for the *power of mind generated and applied* through *manual labor.* And the important point was this:—As any group of workers produced a product which had a market value, they were to receive the money value of that product as a reward for their industry and application. Let a pupil once begin to make a thing which will be worth something measured by a monetary standard when it is done, and that reward to be his, and his ambition will be largely increased to produce more and better.

"I saw the banking business so conducted that there were departments especially arranged for educating in their operations, by bringing the pupils into actual contact with business conditions.

"Here the pupils would have bank accounts and could deposit what they had earned, or might save.

"The great printing business with newspaper work was also open for instruction upon the same plan; millinery, dress and garment making establishments furnished instruction in sewing for the girls. The hours of instruction in the industries, were short. The literary and art studies were not neglected, but were done to far better advantage. Instruction was given by the best musicians in vocal and instrumental music; under skilled architects and artists the pupils were learning drawing and painting. Wherever possible the study and its application was in the direction of producing something of actual, useful value. And it seemed no more of a hardship for the community to adapt itself to this condition of affairs, than it does for the mother to teach her child refined table manners at the table, to teach it to dress and undress by trying to dress and undress itself, to neatness in person by having the child care for its own person; to teach it orderliness by having it take orderly care of its own toys. The mother does this because she loves the child and wants it to have a fair chance in the world; to undertake life's real responsibilities, better equipped than she herself. The community was doing this work because it had a profound interest in its children, and wished to give them a better chance than it had had.

"By this plan children were remaining at school until they had discovered what they were best fitted to do, and were ready to do it. There was no wild scramble for place, no eager looking forward to the time when they could leave school that they might get to work in some great department store, with wages hardly enough to pay their car fares. Parents were willing that their children should be taught, because in the instruction they were not only fitting themselves for a place, but were receiving pay while being so taught; and *because there was no place where ignorance could be employed.* The industrial war cloud had blown over. Peace was upon the earth. Good will to men was becoming a reality.

"And I awoke. Was it only a dream of the night time; or, was it a glimpse of a great truth 'coming from out of the Somewhere into the Here'—a hazy vision of a condition which should sometime prevail.

"It is needless to say that in my ideal school there will be no breakfastless children. The physical wants must be first supplied and then the mind may receive proper nourishment. An enlightened public sentiment will see that children are fed and clothed and are not kept at home to 'mind the baby' while the mother is away at her day's work. Public nurseries will receive these little ones and will furnish mothers instruction in the best methods for the care of children. The kindergarten will receive children from three or four to five or six years of age, and will lay the solid foundation for the more formal school work. The future school will be an abode of happiness, of happiness which comes from hard work, from well directed effort relieved by judicious recreation.

"Less form, more substance will characterize all the instruction. If I were allowed only two words with which to characterize my ideal school they would be these:—*Individualism* and *realism.* The organization and methods of work to be so directed that the reality shall be present in all the teaching; the instruction to be of such a nature as to discover the needs and capacity of each pupil and to so minister to his needs that his God-given powers shall reach their highest development."

It is a satisfaction to be connected with the schools of a city that has gone so far toward the realization of the views which I have held during all these years. The co-operative form of industrial education inaugurated by Dean Schneider is a practical application of the somewhat hazy ideas which I had in 1897. In the extension of this plan to the high schools for both boys and girls; in the apprenticeship continuation schools; in the compulsory continuation schools; and in the teaching of music and art as they have been worked out in this community, these principles are still further expressed. Cincinnati was a pioneer in this direction; but the city is not content to rest upon laurels won. The distance traveled and the direction taken are only incentives for continued effort and for extension in similar directions.

I am firmly convinced that vocational education must be worked out through co-operation with all the industries and occupations of the community; that the school and the shop, store, farm and home must be closely related for educational purposes; that educational value must be extracted from work under working conditions; that industry as well as the schools, must be organized, so as to afford opportunity for education; and that this education must be considered not a private affair but a public function to be carried on under the direction and guidance of the educational authorities. There must be developed an apprenticeship system in connection with all the important trades and vocations. When a young person has selected the occupation of his choice, then the school and the occupation should jointly carry on his education, the occupation affording the opportunity for educational work, the school teaching those things related to the occupation which cannot be learned from the work, and giving also that more general education which will help to liberalize the mind.

*"All of these developments are applications of the principle of related work and study, each reinforcing and giving content to the other; for it is not enough that the two should go on side by side in school and shop; they must be essential parts of one comprehensive plan, under the control of the educational authorities. To better realize this, in September of this year, a teacher who had had large shop experience was appointed, who gives nearly all his time to the supervision of the high school co-operative, boys in the shops—doing only such teaching as will enable him to establish helpful relation on the school side, applying from his shop experience certain lessons which he is best prepared to teach. A similar appointment was made for the girls' co-operative work—a teacher who by experience and inclination is able to direct their *work* along educational lines, who comes into close touch with each girl during her working assignments.

"It is not essential that the periods of alternate study and work should be the same for all industries; they may be varied to meet varied conditions. In the commercial work, we have started with by-weekly alternations; in the machine shops, the length of the period is one week; in the millinery and some other occupations, it is seasonal; in others, it may be a half day of study and a half day of work.

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* From an address which I gave before the Department of Superintendent at Richmond, on "School and Shop; Work and Study," an exposition of the "Cincinnati Idea" in Industrial Education.

"But it is essential that the plan should be worked out upon a co-operative basis, not simply that the pupils should be permitted to work for a part of their time, but the arrangement should be undertaken with a conscious purpose to make the work educational. And it should be in accordance with a definite agreement between the school authorities and the employer, specifying the hours of work, the rate of pay, and permitting employment only when the conditions as to safety, sanitation and morals make it desirable for the pupils to undertake such work. The agreement should also specifically require employers to provide such opportunities for work and instruction in the same as will afford the pupils so employed the largest possible opportunity for learning as a whole the occupations in which they are engaged; and will also afford opportunity for promotion to the more desirable positions within the establishment. It should be the business of educational authorities to see that there is no attempt at exploitation through the development of productive skill at the expense of a more general knowledge of and education in the occupation as a whole. They should reserve the right to decide many of these questions and should withdraw from the agreement whenever it appears that the employer is not endeavoring in good faith to meet his part of the contract.

"Pestalozzi said, 'The end of instruction is making ideas clear,' and, 'Impressions and expressions united lead to clear ideas.' If this is so, then the best way to produce clear ideas is not by applying the instruction at some subsequent period but in connection with the teaching. The learning process, considering both the teacher and the pupil, seems to follow somewhat this order: Explanation; demonstration or illustration; application; repetition, with a judicious mingling of these elements of teaching and learning. The school is the place where the teacher explains and demonstrates; the shop, store and home, the place where the pupil applies and repeats the process, until he has learned that which the teacher taught. Back and forth from the school to the shop and store, from the store and shop to the school, the teaching and the learning go on side by side:—Explanation and application; theory and practice; study and work; until by sufficient repetition the process has been learned and the teaching has been forgotten.

"But we must not forget that it is to be educational work—not so much work for work's sake, but work for the worker's sake—so organized and directed as to give a maximum of educational value—a value which will be measured largely by the joy of accomplishment; the consciousness of difficulties overcome and made the stepping stones to higher accomplishments. And to this end the industries, as well as the schools, must be organized with reference to occupational education that is liberal and fundamentally sound; for I believe we may obtain the elements of a liberal education from work-study, when rightly organized, quite as much as from word-study.

"Culture comes not from the particular form of study, but rather from the spirit awakened by study. For one the approach to the spirit and the opportunity for self-expression will be found in art; for another, in music; for another, in literature; another, in nature; for others it will be found at the forge, the anvil, the carpenter's bench; in the machine shop and the counting room; or in farm and household occupations. Culture is the ripening of life, the inner self-enlargement; and the daily toil and the daily rest must supply the opportunity and the incentive for this enrichment of life; if it is not found here, it will not be found anywhere. There must be *less study* for *study's sake,* and more study that expresses itself in terms of work; *learning* that becomes *knowledge through* its *application; wisdom through* its *expression in* terms of *unselfish service.*

"In developing our plans for Industrial Education, and other forms of education as well, we need to be on our guard that we do not imprison the soul. The routine and the mechanical must be so taught and learned and practiced that there will still be opportunity for the cultivation of those soul-qualities that give joy to work, and that find in the humblest tasks opportunities for expanding self-expression.

"These are some of the fundamental principles that have controlled and will guide in the development of the *work-study program,* in the Cincinnati schools."

There need be no conflict between industrial and academic courses or plans of work. To make clear my own position on this subject I quote from a report with reference to the Co-operative Industrial Course which I submitted to the Board of Education in Providence in 1910.

> "It is not proposed under this or similar plans to overlook the interests of pupils who can pursue their studies beyond the high school; but the fact is recognized that pupils whose education will end with the high school have too long been neglected, and that courses of study and plans of work have been shaped so largely to meet the needs of the few that the needs of the many have been disregarded, or at least not fully supplied.
>
> "It means that as heretofore we have adapted our high school education to pupils who must meet the requirements for entrance to college,—so now we propose to minister as far as we may to the needs of pupils who must meet the requirements for entrance to the industrial and commercial pursuits. It does not mean the abandonment of the idea that we are to conserve in the largest possible measure, consistent with existing conditions, the general and cultural element in our education. It is, however, an expression of a belief, that while culture may come from studies which lead to the college, culture may also be derived from studies

which lead to the industries; that the final answer to the question as to whether the education is cultural or not, will largely be determined by the ambition, sympathy, humanity, soul-culture, which is produced in the pupil by his study; and that this will depend more largely upon the manner of the teaching and its application, than upon the subject itself.

"While few would claim that certain studies do not have within them greater possibilities than others for producing a cultural education, yet there are to be found many others who refuse to believe that the mere study of subject matter which prepares for higher institutions, affords a culture which cannot be obtained from study which prepares more directly for industrial pursuits. I wish to aline myself with those who think, if there is a difference, that the more serious study of the subjects which make up an industrial course will produce a better culture for a pupil, alert, interested, serious minded, doing his work for a well recognized purpose, than he could obtain from the study of subjects in which he has less interest because they are less directly related to any purpose which he may have in view, and are hence less calculated to quicken and stimulate his ambition.

"No argument can be made nor parallel drawn between the pupil who is in earnest about his preparation for college, and the pupil who is indifferent about his studies that lead to industrial pursuits. The earnest and the indifferent pupil will in the future as in the past be found in the group preparing for college; and also the earnest and the indifferent in the group preparing for the industries. In both groups the first class of pupils will be receiving an education worth while for them, while the latter class in each group will be obtaining little culture or power or skill. But the main point is this: Industrial courses will appeal to many, will be meeting their needs, and will be making earnest students out of many of those who would be only indifferent if required to take the work leading to college, or that offered in the general high school course.

"Every effort should be made to stimulate pupils who can go to college, and who will make the right use of such opportunities, and we should not allow any enthusiasm for the newer courses to turn aside this group from the study of the classics and the related subjects which must continue to be the foundation of a "liberal" education.

"On the other hand, we should as resolutely face the problem of trying to supply the studies which will hold in school and educate through work—and its interpretation by means of the related mathematics, drawing, history, science, economics, and English,—those who would otherwise drift out of school and enter the industries, with neither a general education nor skill for the work to be undertaken.

"Industrial education, then, should be emphasized for itself alone, and for those who can be most benefited by it. It is not, and never can be a substitute for the studies included in the older courses. They may be vitalized and to some extent helped by the more direct methods which will characterize the new courses. Their pupils may catch something of the spirit of the pupils in these newer courses; something of their enthusiasm may overflow and infect the older courses which from the fact that they are well established may be in danger of becoming routine. But in the end each kind of study and work will stand upon its own merits, each ministering in the best possible manner to the needs of its own group of students.

"In this spirit, and for this reason, we welcome the introduction of industrial education into the work of the public schools and especially into the high school. And we believe that of all the plans so far tried, the co-operative course with part of the time in the school and part in the shop—with study and work closely related, each interpreting and making real the other—gives the most promise of producing last results."

Industrial Educational Survey

The questions which will be found later in the report, prepared with special reference to a Survey of the Printing Trades, will indicate the kind of study which it is proposed to make of the industries of the community, in an endeavor to find out what should be done educationally:

(a) For those now in the trades.
(b) For those who propose to enter them.

These questions were formulated as the result of repeated conferences with representatives of the Educational Department, the Chamber of Commerce, printing establishments—both union and non-union, and the various printers' unions.

The thorough good-will and absence of friction or misunderstanding which characterized these conferences were more important than the questions which grew out of them; while the cooperation secured for the Survey will go far toward making possible the kind of education which may be deemed necessary, in the light of the conditions revealed by the study. When the Survey is completed, it is proposed to consider in a series of similar co-operative conferences the results—to analyze and interpret the information obtained, and to make this the basis for the development of a system of vocational education relating directly to the printing trades.

When the printing trades have been carefully studied, it is proposed to undertake a similar study of the clothing, shoe, and building trades, probably in the order named, following with other occupations; thus working out one trade or occupation after another, and attempting to develop plans of education with special reference to each.

These studies are made possible by the action of the Directors of the Chamber of Commerce in unanimously deciding to finance the survey and to conduct it in co-operation with the educational authorities. They assigned to the work Mr. C. R. Hebble, their Civic and Industrial Secretary; the Superintendent of Schools assigned Mr. Frank P. Goodwin of the Woodward High School. As indicated above, the survey is being conducted with the cooperation, not only of the educational authorities and the Chamber of Commerce, but with that of employers and labor organizations. The Central Labor Council has appointed a Committee on Industrial Education whose advice and assistance will be sought upon all important points. My hope is that we may be able not only to develop a useful and satisfactory form of vocational education by this means; but that a better understanding between capital and labor, may result in an era of good feeling which shall contribute to the happiness and prosperity of the community. If we can approach the various problems with a clear understanding of the points of view of all concerned we shall go a long way toward removing that friction which comes largely from misunderstanding or lack of understanding of each other: and this can best be brought about when representatives of various interests sit down together and calmly discuss matters. Representatives of the educational interests—who ought to have the confidence of all the people since they serve all alike, with equal impartiality—should be in a position to help bring conflicting interests together and to unite them upon a platform of the common good.

The problem is a large and difficult one; its solution will not be obtained in a day; but by persistent effort the answer should be found—and it must be; and when it is, I believe the schoolmaster will be able to contribute to the final results. For it is largely a question of education—of industrial, economic, social and civic education. And this is the teacher's work; not only to educate the children of the community to a common understanding of the common problems through that greatest instrument of democracy, the common schools; but to do what he may to bring about among the parents and citizens that kindness and good-will, that tolerant spirit, that love of justice, that consideration for the rights of others, that sense of duty which will help to banish strife and which will make men in their relation to their fellow men realize that any injury done to one is an injury to all, and that right and justice benefit not only him who receives but even more him who gives.

This should be one of the outcomes of industrial education, a result of greater importance even than the training of skilled workmen; for unless we can produce these ideals, our education is largely in vain.

In the foregoing pages, I have tried to present some of the ideals for which this city stands and to indicate to some extent the direction in which, as I believe, these ideals will find expression in the future.

The past year has been one largely of development along lines already well established.

My own part in the year's development has been a simple one, consisting largely of getting acquainted with the city and its people; of doing what I could to conserve the ideals already existing, and to help, as far as I might, in the development of plans already under way. The next and succeeding years will mark simply an extension of the activities of the past year, with slow, but constant and progressive growth and development; we shall face the future with patience and resolute purpose; open-minded, and with a spirit responsive to new truth or the new expression of an old truth; laying aside, without regret, outgrown or outworn forms; experimenting here and there; proving all things—holding fast that which is good. And in that good I feel reasonably certain we shall be able to conserve all that is best and most cultural in the older forms of education, sending young people in increasing numbers on their way to college; and at the same time, we shall add an element of strength and virility to the work, by sending other young people on their way directly into the industrial, commercial, agricultural and household occupations better prepared for the specific work in which they are to engage; and I believe too we shall find, that there is no conflict of ideals, but that the larger ideal of democracy in education is broad enough to include both the smaller ideals without injury to either.

Respectfully submitted,

RANDALL J. CONDON,
Superintendent of Schools.

MAY 1, 1914.

ORGANIZATION OF THE CINCINNATI PUBLIC SCHOOL SYSTEM

I. COLLEGE FOR TEACHERS (Organized 1905)
II. HIGH SCHOOLS: (Organized 1847)
  A. Academic Courses:
    (*a*) General Course (Established 1847)
    (*b*) Classical Course (Established 1847)
    (*c*) Manual Training Course (Established 1906)
    (*d*) Domestic Science Course (Established 1906)
  B. Technical Courses:
    (*e*) Commercial Course (Established 1910)
    (*f*) Boys' Co-Operative Course (Established 1910)
    (*g*) Girls' Co-Operative Course (Established 1910)
    (*h*) Art Course (Established 1910)
    (*i*) Music Course (Established 1910)
III. ELEMENTARY SCHOOLS:
  1. Regular Elementary Schools (Organized 1828)
  2. Special Elementary Schools:
    (*a*) Oral School for the Deaf (Organized 1888)
    (*b*) School for the Blind (Organized 1905)
    (*c*) Schools for Foreigners (Organized 1906)
    (*d*) Boys' Special School (Organized 1907)
    (*e*) Schools for Mental Defectives (Organized 1907)
    (*f*) Schools for Retarded Pupils (Organized 1908)
    (*g*) Continuation School for Apprentices (Organized 1909)
    (*h*) Schools for Exceptionally Bright Pupils (Organized 1910)
    (*i*) Elementary Industrial Schools (Organized 1911)
    (*j*) Compulsory Continuation Schools (Organized 1911)
    (*k*) Open-Air Schools (Organized 1912)
    (*l*) School for Stammerers (Organized 1912)
  3. Special Departments:
    (*a*) German (Organized 1840)
    (*b*) Penmanship (Organized 1841)
    (*c*) Music (Organized 1844)
    (*d*) Physical Training (Organized 1860)
    (*e*) Drawing (Organized 1864)
    (*f*) Manual Training (Organized 1905)
    (*g*) Domestic Science (Organized 1905)
IV. KINDERGARTENS (Organized 1905)
V. EVENING SCHOOLS (Organized 1840)
  1. Evening Elementary Schools (Organized 1840, for boys; organized 1855, for girls; discontinued 1883; re-organized 1892)
  2. Evening High Schools:
    (*a*) Academic (Organized 1856; discontinued 1883; re-organized 1904)
    (*b*) Commercial (Organized 1907)
  3. Evening Schools for Foreigners (Organized 1905)
  4. Evening Industrial Schools (Organized 1906)
  5. Evening Gymnastic Classes (Organized 1912)
  6. Evening School for Stammerers (Organized 1912)
VI. SUMMER SCHOOLS:
  1. Vacation Schools (Organized 1906)
  2. Summer Academic—Elementary and High (Organized 1908)
  3. Playgrounds (Organized 1909)
  4. Gardening (Organized 1912)
VII. SOCIAL CENTERS (Organized 1913)

COLLEGE FOR TEACHERS

REPORT OF DEAN

STATEMENT AS TO WORK OF PROFESSOR OF SECONDARY EDUCATION

REPORT OF DEAN

Mr. Randall J. Condon, Superintendent Public Schools:

SIR—In accordance with your request I herewith submit a report as Dean of the College for Teachers for the year. This, supplementing my last annual report to the President of the University, a copy of which was sent to you, will furnish a summary presentation of those matters which are of interest in this connection.

THE COMMITTEE IN CHARGE.

Ever since its establishment eight years ago as a joint enterprise of the Board of Directors of the University of Cincinnati and the Board of Education of the City of Cincinnati, the affairs of this college have been under the management of a "Committee in Charge" constisting of the President of the University of Cincinnati, the Superintendent of the Cincinnati Public Schools, and a member of each of the above-mentioned boards. The representatives of these boards, respectively, are Mr. Emil Pollak and Arch I. Carson, M. D. This plan of management has worked well, and nothing has arisen in all this time to suggest the necessity of a change.

FACULTY AND INSTRUCTORS.

The official list of faculty and instructors now contains the names of twenty-seven persons, not counting those connected with affiliated schools. Of this number five give their entire time to course in education at the university or inspection and critic work in the public schools. Eleven are heads or instructors in departments of the university which are of special interest in the preparation of teachers for public schools. Six are supervisors of special subjects and three are teachers of art in the Cincinnati schools. For the latest published list, showing the field with which each is primarily identified, see the University of Cincinnati Record, March, 1913, pp. 117-118.

GRADUATES.

At the university commencement on June 14th the following degrees and diplomas were conferred:

Bachelor of Arts in Education	2
Teachers Diploma in Elementary Education	56
Teachers Diploma in Art	4
Total	62

ENROLLMENT.

The number of students enrolled in the courses scheduled in the announcement of the College for Teachers the past year was 289* classified as follows:

Graduates	28
Seniors	65
Juniors	18
Sophomores	2
Course in Art for Teachers	10
Kindergartens	13
Home Economics	25
Teachers	128
Total	289

Under the organization which has heretofore existed, students have not registered in the College for Teachers till the senior year, consequently the above enrollment does not include those who were registered in courses which are prerequisite to the study of education and which are given by members of the staff of this college. The juniors and sophomores here included are students who were permitted to take supervisor's courses in special subjects given on Saturdays.

PLAN FOR REORGANIZATION.

The most important action of the year, perhaps the most important since the college was established, was that which contemplates making a more distinct entity of the college. Such action has been foreshadowed for several years and is the result of a natural evolution of a distinctly professional school out of the older academic college. I refer to the unanimous adoption by the faculty of this college and the faculty of the College of Liberal Arts, of the following report prepared by committees from each of these colleges:

UNIVERSITY OF CINCINNATI.

April 10, 1913.

The committees of the faculty of the College for Teachers and of the faculty of the College of Liberal Arts, respectively, appointed by the President, in accordance with a resolution passed by the faculty of the former college and concurred in by the faculty of the latter, March 28, 1913, have this day met in joint session for the consideration of the matters referred to them and herewith submit the following recommendations:

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*This does not include several who entered the second semester. The correct approximate total is 300.

I. CONCERNING FOUR-YEAR CURRICULA LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN THE COLLEGE FOR TEACHERS.

1. That the University offer four-year curricula for prospective teachers in elementary schools, leading to the degree of Bachelor of Science, to be conferred upon recommendation of the faculty of the College for Teachers.

2. That students matriculated in such curricula be registered in and subject to the jurisdiction of the College of Liberal Arts during the first two years; and that such students registered in and subject to the jurisdiction of the College for Teachers during the last two years.

3. That the standard of admission to such four-year curricula be the same as that of admission to the College of Liberal Arts.

4. That courses taken in the first two-year period as prerequisite to professional programs in the College for Teachers, shall be prescribed by the faculty of the College for Teachers after conference with the faculty of the College of Liberal Arts.

5. That the courses to be included in the second two-year period be determined by the College for Teachers.

6. That students from other institutions, who have met college entrance requirements, and who are candidates for the above degree, and who offer at least two years of work, academic or professional, acceptable to the College for Teachers for advanced standing, be under the jurisdiction of that college.

II. CONCERNING EXTENDED CURRICULA LEADING TO THE DEGREE OF BACHELOR OF ARTS AND ALSO TO A TEACHER'S DIPLOMA.

1. That the University offer extended curricula leading to the degree of Bachelor of Arts, to be conferred upon recommendation of the faculty of the College of Liberal Arts, and leading also to appropriate teachers' diplomas (in elementary education, secondary education, etc.) to be conferred upon recommendation of the faculty of the College for Teachers, upon the completion of such curricula.

2. That the undergraduate courses which may be included in such extended curricula, be determined by the College for Teachers, subject to regulations governing students who are candidates for the degree of Bachelor of Arts.

3. That the courses in Education which may be accredited in partial fulfillment of the requirements for the degree of Bachelor of Arts, so as to facilitate the completion of a professional program in the College for Teachers subsequent to receiving this degree, be determined by the College of Liberal Arts.

III. CONCERNING SPECIAL CURRICULA.

1. That the University, independently or in connection with affiliated institutions, provide special curricula, not less than two years in length, open to any who have fulfilled college entrance requirements, such curricula leading, upon recommendation of the faculty of the College for Teachers, to appropriate teacher's diploma, to be conferred upon those who have specialized in kindergarten work, art, etc., without proceeding to a degree.

2. That students enrolled in such special curricula be registered in and under the jurisdiction of the College for Teachers only.

3. That students completing such special curricula may subsequently be recommended by the College for Teachers for the degree of Bachelor of Science, upon conditions to be determined by this college, subject, however, to the completion of two years' of undergraduate work accepted by the College of Liberal Arts.

IV. CONCERNING THE TIME WHEN REGULATIONS IN ACCORDANCE WITH THE FOREGOING RECOMMENDATIONS SHOULD BE IN EFFECT.

We recommend that regulations in accordance with the foregoing be in effect at the beginning of the academic year 1913-1914 and applicable to students entering at that time and thereafter.

Respectfully submitted,

DEAN W. P. BURRIS,
PROFESSOR JOHN W. HALL,
PROFESSOR HENRY S. WEST,
Committee College for Teachers.

DEAN LOUIS T. MORE,
PROFESSOR J. M. BURNAM,
PROFESSOR FRANK W. CHANDLER,
Committee College of Liberal Arts.

With the final adoption of the above recommendations by the committee in charge, the college is certain to enter a period of greater freedom and usefulness, unhampered by certain difficulties of administration which have obtained hitherto. There will be less of divided allegiance on the part of students, and professional spirit on the part of those who expect to become teachers will be promoted.

NEW PROGRAMS.

The greater degree of autonomy given to this college under the new plan of organization will facilitate the development of professional programs for teachers of special classes or subjects.

There is a growing demand upon the college for the preparation of teachers of exceptional children, continuation schools, home economics, manual training, etc. The elaboration of such programs appears to be work for the immediate future. Already, indeed, a tentative program for training teachers of defective children has been worked out and agreed upon in committee and a few students were enrolled in courses given by the department of psychology and the principal of the Special School, with a view to becoming teachers of atypical children.

Courses for Teachers.

From the beginning the college has tried in many ways to be of service in the improvement of teachers already employed. This policy is to be continued, and in accordance with your request I have in preparation a complete list of courses offered by various institutions and individuals of the city, besides those given by departments of the University which, in the judgment of the faculty of this college, are entitled to a given amount of college cerdit. The publication of such an exhibit, showing the character of the several courses, the amount of credit to which each is entitled, time and place at which each is to be given, etc., will be of great convenience to teachers in showing a wealth of opportunity for professional improvement at hours which do not conflict with class-room duties.

Extension of the Merit System.

The extension of the merit system of appointment and promotion to all positions in the public schools and placing the preparation of merit lists in the hands of members of the faculty imposes a tremendous responsibility upon the college, involving a vast amount of visitation of candidates and critical evaluation of their qualifications. In proportion as the number of our graduates increases, the addition of other specialists to the staff doing this important work will be necessary, and in order that their reports upon candidates may promptly be made a matter of record, an additional stenographer is imperative. This stenographer should be selected with reference to her special qualifications for having charge of the substitute corps of teachers for the city schools, and if at any time the regular substitute list should be temporarily exhausted, owing to unusual demands arising from exceptional courses, the graduates and seniors in the college could be readily called into this substitute service. This would give to them a valuable practical experience and the advantages of having this substitute work under a single office for purposes of administration are obvious.

APPOINTMENTS OF GRADUATES.

Heretofore the local demand for teachers has outrun the available supply of those having the standard of preparation demanded of our graduates. In the future, however, the indications are that this condition will be reversed. If so, then some effective agency for locating those who are worthy and who are not needed in the local schools should be instituted. To this end I can think of no better plan than a wide-spread published announcement, sent to superintendents of city schools, calling their attention to our superior facilities for supplying them with teachers. If we do not actively and effectively seek positions for such graduates, many desirable students will be deterred from entering the teaching profession.

Other matters are worthy of extended notice, such as the work of the psychological clinic, and the manner in which practice work for intending high school teachers should be provided, but I assume that these and other important interests will be made the subjects of special reports to you by those in immediate charge of the same.

Respectfully submitted,

W. P. BURRIS,
Dean.

WORK OF THE PROFESSOR OF SECONDARY EDUCATION

The Professor of Secondary Education of the College for Teachers of the University of Cincinnati, serving also in the public school field as a half-time special assistant to the Superintendent of Schools, has undertaken an assignment of work by which he can materially aid the Superintendent in the administration of the high schools and in certain branches of elementary school supervision. The present incumbent of this position, Dr. Henry S. West, was newly appointed in 1912; and he has used his first year largely for the purpose of getting acquainted with local conditions and with the principals, supervisors, and teachers with whom he is to work. Acting as the representaive of the Superintendent, the Professor of Secondary education visited each of the high schools repeatedly, observing in particular the work of all newly appointed teachers and of all "instructors" who were candidates for promotion into the "teacher" class. His work in the elementary schools was limited during the first half-year to the visiting of teachers who were candidates for transfer to high school positions; and upon his comparative study of the efficiency of these candidates the data were secured for the preparation of merit lists for appointment to high school vacancies. During the second half-year the work of the Professor of Secondary Education in the elementary schools was extended to include the visiting of candidates for executive work in elementary principalships and assistant principalships and also the visiting of lower class principals who were candidates for transfer to schools of a higher class; but time was not available for the accomplishment of much in the latter line of supervision.

In connection with the school inspection here outlined, frequent conferences were held both with the teachers visited and also with the respective principals and supervisors, in order that a full understanding might be gained of the conditions under which teachers were working and the lines along which improvement might most readily be effected. Memoranda concerning all the visits of the Professor of Secondary Education were made for use in interviews with teachers about their work and for future reference in demonstrating actual improvement in teaching efficiency following the adoption of suggestions given in the critical conferences; but, owing to insufficient clerical assistance in the office of the College for Teachers, only a part of these memoranda could be written up and submitted to the Superintendent.

Of the three chief lines of strictly university work performed by the Professor of Secondary Education, namely, the conducting of courses in education, the inspection of the preparatory schools sending students to the University, and the admission of new students, both the first and the second are so pursued as to be of especial advantage to the public school system of the city. The University course in Secondary Education, given each year on Saturdays, is conducted so as to have special reference to the problems of the public high school; and during 1913-14 the Professor of Secondary Education will assist the Dean of the College for Teachers in giving a seminar course in school administration to be conducted with special reference to the needs of the young men in the city service preparing themselves for efficient executive work as assistant principals and principals. In visiting the wide circle of the affiliated schools of the University, comprising the best private and parochial schools within the city limits and all sorts of preparatory schools outside the city, the Professor of Secondary Education is not only enabled to offer suggestions toward the improvement of these schools, but he also gains from the successful experience of these non-public schools valuable hints for the improvement of the public schools. Furthermore the direction of school affiliation offers opportunity for recommendations toward the continuous liberalizing of the entrance requirements of the University, by which from time to time new subjects may be added to the entrance list; and in this way fewer and fewer worthy high school students will be handicapped on applying for admission to the University by the fact of having pursued subjects other than those on a restricted entrance list.

As to lines of advance that may be advantageously undertaken within the field surveyed by the Professor of Secondary Education, the following recommendations can be offered:

Judicious extension of departmental teaching in upper grades, particularly in the seventh and eighth grades. This may be developed into the six-six organization of the twelve grades where circumstances are favorable, as in Madisonville; so that the secondary school point of view and student attitude may be assumed by pupils at about the beginning of adolescence instead of two years later at the end of the eighth grade.

Differentiation of courses of instruction from the beginning of the seventh grade; so that pupils destined to have no high school course, or only a short period in the high school, may have school training toward the industrial or commercial career they are to enter; and so that, at the same time, pupils destined to have a long period of schooling may begin certain college preparatory studies, for example, Latin, earlier than the ninth grade. Differentiated courses should be offered in at least four lines: (1) industrial, (2) domestic science, (3) commercial, (4) academic, including college preparatory.

The development of plans for instruction in Secondary Education in the College for Teachers, to be accompanied by practice teaching in the departmentalized upper grades and in high school classes, so as to provide a direct route for the training of teachers for secondary instruction, including under this term both high school teaching and teaching in departmentalized upper grades.

The securing of additional men teachers for service in the upper grades. All three of the foregoing recommendations will tend to attract men to the elementary schools; and the general public and professional educators are all agreed upon the extreme desirability of having the older boys in school brought under the influence of strong men.

The devising of means to try out and develop executive capacity in the teaching force; so that teachers desirous of securing principalships may have their capabilities in that direction measured, and so that a more or less definite mode of training for executive work may be developed.

A more liberal management of the merit lists for appointment to the high school service, so that excellent teachers in secondary school work outside the city system, whose teaching has been inspected by the Professor of Secondary Education, may be freely listed along with city elementary teachers who are candidates for high school positions. Heretofore it has generally been necessary for teachers of any of the regular academic subjects to leave the high school or other secondary position they held, and enter the city elementary schools in order to be in line for appointment to a city high school. This plan has manifest disadvantages; and the more desirable outside candidates are unwilling to resign good high school places to take a city elementary position. Moreover, in the special lines of high school work, like manual training, domestic science, commercial branches, Spanish, free passage has always been open for good teachers to enter our high schools directly from secondary school positions outside the city system.

Within the high schools several things may be cited as indicating the next steps for advencement in organization, administration, curriculum development, and conduct of instruction. An extension of the departmental organization would be advantageous in so far as there are available suitable persons for appointment as heads of departments, for the efficient head of department contributes in many ways toward the success of the high school. The professional spirit already alive among the high school teaching corps should be encouraged in every way; and the few teachers who appear to be lacking in this respect need to be stirred out of their comparative lethargy or indifference. Encouragement should be given to the practice of informal but frequent visiting among teachers for the purpose of observing one another in the act of instructing classes; for such observations are not only an advantage to the visiting teacher, but they also aid the teacher visited in becoming accustomed to teaching under observation. Principals, heads of departments, and supervisors can with advantage to the service direct teachers' attention to the value of unremitting daily preparation for their recitations, to the end that their instruction may be constantly fresh, spirited, and animated with that renewed enthusiasm engendered only by gaining new views of one's subject and new ideas about imparting it to high school students. In view of the liberal array of elective courses now offered, it would appear that, for the present, curriculum development may take the form of critical study and judicious experiment within the several lines of subject-matter, for the purpose of determining, particularly in the newer subjects, the best selection of material for class use and study assignment and the best method of conducting the recitation. The problem of reaching the individual high school pupil, acute in the three large high schools, should be continuously attacked in various ways; for example, by interesting teachers in their extra-instructional duties toward their pupils, by reducing the over-large classes that are so unfortunately numerous in the Hughes and Woodward schools, by studying the causes of failure in studies, by assisting pupils to make wise selections, by extending instruction in the art of study, by arousing the life career motive, by examining into all cases of elimination from school before graduation. Every one participating in high school work should be imbued with the idea that the adolescent period is a time for the exploitation of the powers of youth for the purpose of developing native capacities and aiding the rapidly growing boys and girls in discovering themselves; and consequently upon high school teachers there rest a greater responsibility and a more inspiring duty than the simple task of imparting to certain children specified items of book information. Thus every teacher enjoying the privilege of instructing youth should look upon the definite effort at vocational guidance as only a specialized form of an educative endeavor in which all should conscionsly participate. Finally, various improvements in the details of high school administration will be presented to the principals; and in this connection emphasis will be laid upon the necessity of so arranging the management of each school that the principal may be kept just as free as possible from having to attend to the petty and especially the mechanical details of schoolkeeping, in order that he may devote proper time and energy to the large matters of his school and to the supervision of instruction.

The foregoing statement will serve to indicate the broad scope of the work that can be placed under the direction of the Professor of Secondary Education.

WOODWARD HIGH SCHOOL

HIGH SCHOOLS

REPORTS OF PRINCIPALS
Woodward, Hughes, Walnut Hills

REPORT OF SUPERVISOR OF COMMERCIAL DEPARTMENT

SOME PROBLEMS OF ADMINISTRATION IN THE FIRST YEAR OF THE HIGH SCHOOL

CLASSIFICATION BY TESTS OF INTELLIGENCE

WOODWARD HIGH SCHOOL

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir — This is the "Bee-Hive" School of the world. Throughout the course of the year, four different schools, entirely separate, meet here. There is no day in the week, except Sunday, in which it is closed. There is practically no vacation except it be two weeks between the close of the Summer School and when the regular high school sessions begin. The large force of janitors are the typical "Night-Owls" of the city. They must get in all their cleaning between times.

There are 1,450 pupils in the Day High School, 4,049 pupils in the Night High School and 1,300 in the Summer School, and 850 pupils in the Continuation School, making a total of 7,549 who are being educated here in Woodward High School yearly. As this house is built to accommodate not over 1,500 pupils it will be readily seen that we are certainly working up to the fullest capacity. It is among the first in the land. It occupies an entire block, bounded by Thirteenth, Sycamore, Woodward and Broadway, and was erected at the cost of $730,350, this, together with the $103,500 spent on equipment and $131,350 spent for the lot, making the total cost approximate $1,000,000. The new Woodward has 34 class rooms, 8 manual training rooms, 6 domestic science rooms, 4 laboratories, each having 4 rooms, 5 commercial rooms, 5 art rooms, music room, library, 2 study rooms, lunch room, 2 gymnasiums, locker rooms, shower and plunge baths, an auditorium,—in all, 154 rooms.

Woodward High School is one of the unique high schools of the world. There is no other school like it except it be her sister school on the hill, Hughes High School. However, it belongs to a family of schools that is rapidly coming up. Already it is known as the great cosmopolitan high school of the world, and it is the style of school that is being vigorously copied all over the United States.

Cincinnati has pursued a wise policy, far wiser than she knew at the time when these new schools were started. Cleveland and Indianapolis, neighboring cities, decided that one school should be a technical school, another a commercial school and another an academic school, and that they should be entirely separate buildings. They argued that there would be no peace if the teachers of these different schools were not kept apart. The Cincinnati idea was that all of these departments should be kept together so that there should be no "petty rivalry" among the different schools. We have reason to think that the first plan has proven a failure, and we have just as strong reason to think that the second plan is proving a success that will increase as the years go on.

A pupil attending Woodward High School who takes the Academic Course may take up some stenography if he chooses. Pupils in the Commercial Course who wish some Mechanical Drawing or Machine Shop Work can easily take this in addition to their regular work. Furthermore, the child who has made a mistake, who has elected the wrong course, may have his choice of the other nine.

Our great claim to the name of cosmopolitan is in the number of courses we have, which is ten. They have come to us in two ways, first, as an inheritance from the old style high school and second, as made by necessity. The Academic Course, in which Latin and Greek have been made the majors, has been with us for years. The Manual Training and Domestic Science Courses, which have either Latin or German as a language, came to us about five years ago. The later courses were introduced with our new school. For years we have had girls working hard in the high school taking the regular Academic Course without being excused from any of the tasks of that course. They have gone home and practiced two hours a day and attempted to keep up their health and do all the work required of the healthy boy who did perhaps only about one-half the work they did. Now we have the Music Course in which the pupils are excused from a large portion of the regular work and given credit for their work in music. We do not have to purchase flowers so often now for ambitious music pupils.

Other courses are our Art Courses. For some time we noticed that ambitious boys were taking work in the high school in the day and worked at the Art School at night. They finished on this earth sometimes and sometimes elsewhere. Now we are exacting one-half day's work here and the other half day at our Cincinnati Art School.

Other courses entirely new and peculiar to Cincinnati are our Co-operative Courses for boys and girls. For the first two years that the boys and girls remain with us they take twice the amount of hand or tool work required of the boys and girls in the regular Manual Training and Domestic Science Courses during the same time. At the June closing of the second year they are placed at work for the entire summer and beginning in September they work in alternate weeks. For example take a specific case. At the American Tool Works on Eggleston Avenue, Charles Dugan works the first week of September while Charles Doane goes to Woodward for the first week in September. At Woodward High School Charles Doane received work in Chemistry, English, Mathematics, German and in Shop Work while Charles Dugan received the entire week in shop work for which he is paid all the way from 8½ to 17 cents per hour. The following week Charles Doane takes Charles Dugan's place in the shop and Charles Dugan goes to Woodward and receives the same lessons that Charles Doane received the week before.

Not all of the girls wish to go into the shops to co-operate At first none at all wished to go, but the success of the boys attracted them and in January we sent six to a millinery establishment and six to a dressmaking establishment and they work in alternate weeks just as the boys are doing.

These courses have not been as yet well adopted because of a sort of squeamishness of the public. For generations we have been wishing to prepare our children for professions and we have felt that we have been closing the door to hope when we have been preparing them for any other vocation; but later thinkers now make a premise which in part has already been proven, that we are not treating our children fairly unless we give them an insight into some of the vocations of life. Furthermore, the fight for existence is getting keener every day and the children in the co-operative courses, especially the boys, have in four different cases become the support of their families from the allied experiences in the school and shop. Two boys lost their fathers and were obliged to drop out of school and simply went on working all the time at the shop in which they used to work one-half the time. One boy's uncle died and he did as the others. In the fourth case a father said to his son, "you are earning as much money as I am and more, too. You will have to drop out of school and earn the same amount of money on that alternate week."

We are not trying to teach a trade in school but we are trying to help the boys and girls go to school longer by furnishing them with fairly profitable work and at the same time give them an education that will look forward towards making them captains in industry.

Part of the girls who are in the Co-operative Course who have no desire to co-operate, when asked as to why they entered this course, answered that it was the great amount of cooking and sewing that attracted them to these courses. I believe that was a most eloquent speech for a little girl to make. Once in our lives we were lead to understand that the principal duty of a girl's life was home-making, but we have been unmaking homemakers in our old scheme of education. If any girl who had pursued the old course through high school and the university really made a home of her own happy, it was by some physical mischance or physical fortitude that carried her through that distressing period of an education that was suited to a man. Today in Woodward we have a large laundry, we have our kitchen, and our model flat in which we have kitchen, pantry, dining room and bed room. The girls are at work here and are happy. The boys are at work down stairs in the machine shops. Wheels are turning and the boys are busy and are happy, too.

We do not intend to neglect any feature in Woodward High School. We have just as many pupils taking the Academic Course as we always have had and an addition of almost 1,000 pupils in the other courses who would not have gone to high school had it not been for the opportunities offered in these courses. We are today serving the public more than our fathers ever dreamed of doing.

Respectfully submitted,
PLINY A. JOHNSTON,
Principal.

HUGHES HIGH SCHOOL

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—In response to your request I herewith submit the following report:

ENROLLMENT, ATTENDANCE, AND PUNCTUALITY.

The enrollment of Hughes High School by classes for the year 1912-13 was as follows:

A Grade	242
B "	270
C "	472
E "	784
Total	1,768

The enrollment by courses is shown in the following table:

COURSE	General	Classical	Manual Training	Domestic Science	Commercial	Boys' Industrial	Girls' Industrial	Art	Music	Total
First Year	226	......	132	161	170	40	44	4	7	784
Second Year	157	6	96	93	94	21	......	2	3	472
Third Year	120	8	54	42	42	......	......	1	3	270
Fourth Year	169	9	22	40	......	......	......	......	2	242

The average daily attendance of the pupils was:

Boys	26
Girls	32
Total	58

This would be materially reduced had it not been for the flood and the strike car strike, which caused us an absence of several hundred pupils for a number of days.

The average daily tardiness was 3.4, which we consider on the whole quite a satisfactory showing.

WITHDRAWALS.

The total number of withdrawals was 264, and by classes was as follows:

A Grade	6
B "	30
C "	91
D "	137
Total	264

The withdrawals from the various courses were as follows:

General	84
Domestic Science	48
Manual Training	45
Commercial	51
Music and Art	2
Industrial	25
Unclassified	9
Total	264

The causes of withdrawals may be thus itemized:

Going to work	80
Ill health	44
Leaviny city	33
Needed at home	23
Admitted failures	14
Business college	11
Private schools	10
Transferred	6
Discipline	5
Music	4
Do not like school	3
Wrong course	2
Europe	2
Death	2
Marriage	1
Private study	1
No cause assigned	23
Total	264

A most elaborate report upon the general subject of withdrawals was prepared by Miss Elizabeth Thorndyke of our school, from which we have appropriated the above data.

TEACHERS.

The number of teachers engaged in the actual work of teaching was:

Male	33
Female	34
Total	67

To this number should be added the assistants in the gymnasiums, the office secretary, and the librarian, making a total of 71.

The total absence on the part of teachers was 118 days for the entire year.

PHYSICAL PLANT.

The total number of rooms in the building used for class room purposes is 40. To this number should be added three study halls. Each of the departments of science has 4 rooms, consisting of a laboratory, lecture room, work room, and a store room. In addition to these rooms there are the music room, 4 rooms used by the department of drawing, 5 rooms connected with the department of domestic science in addition to the chemical laboratory, model dining room, model bed room and laundry. In the manual training department there are 7 rooms. In addition to all of these there are the library, the auditorium, rooms for men and women teachers, and the offices of the administrative department. This makes a total of 88 for the number of rooms of considerable size in the building.

THE AUDITORIUM.

The school was assembled in the auditorium about three times each month. Addresses by interesting speakers were given and several musical entertainments were presented.

SCHOOL ACTIVITIES.

The activities of the school outside of the regular work consisted of the musical organizations, which were the orchestra of forty-five pieces and the girls' glee club; a debating society, composed of boys of the senior and junior classes; a dramatic club, made up of pupils of the senior classes; the art league, membership in which may be held by any pupil in the school who is willing to pay the sum of five cents a month and which creates a fund used in the purchase of pictures; the athletic association, under whose auspices the field sports are conducted. One or more teachers are on the managing boards of these organizations and assist in the direction of their affairs.

In addition to these there is the school paper published by members of the senior class and there are a few clubs growing out of the immediate class work of several of the teachers. We welcome the formation of such clubs as are in harmony with the purposes of the school, such as those for the discussion of literary topics and current events, for increasing the interest in modern languages, science, and art. In no case, in our judgment, should one be formed unless there is an interested teacher guiding its affairs and directly responsible for its conduct.

Crowded Condition of the School.

The enrollment of the school reveals the fact that there were more pupils in attendance than there should have been. This was particularly detrimental to the scholarship of those pupils in overcrowded classes. If we have classes numbering more than thirty, there is an immediate loss to the pupil, in that he can not receive the amount of individual attention that is his due. Again, quite a number of the teachers were compelled to teach more than the number of periods considered desirable, which number generally is thought to be twenty-five. So many classes did we have which were too large that there was some reluctance on the part of the North Central Association of High Schools and Colleges in placing us on their accredited list. Thus it is evident that the standing of our school is in some peril. This, however, is a small consideration compared to the interests of our own pupils, which intresets can not be safe-guarded when classes are too large and when teachers have more work than can be done with a reasonable degree of satisfaction and thoroughness.

The Hour of Dismissal.

The pupils of the school who were through with their work at one-thirty were dismissed for the day. In very many instances the pupils when they left the school went directly to their homes or to some work. In a large number of cases, however, the time from one-thirty till late in the afternoon was not used wisely. The average boy does not need much time to loaf. Some recreation is necessary, but to spend several hours each day in idleness may develop a dangerous habit. We believe it would be wise to extend the school time of all pupils until the regular hour for closing, and it is our intention the coming year to excuse no pupils until that hour unless there is a particularly good reason for the earlier dismissal.

COURSES OF STUDY.

A few words regarding the various courses of study may not be out of place.

The Classical Course.

It would be manifestly unfair for the authorities of the school to be ignorant of the small number of pupils studying Greek. The public high schools have shared with the colleges in the smaller number of pupils who in recent years have devoted themselves to this ancient language. We should regret to see the subject given up entirely and hope that this will not be necessary. However, it is poor economy to take one-half of a teacher's time for the instruction of less than twenty pupils.

The Academic Course.

We believe it wise that this course be of such a nature that it will give to pupils who desire a general broad training some insight into the great departments of knowledge such as the Mother Tongue, Foreign Language, History, Science, Mathematics, and Art. At the same time, because of the large number of pupils who desire to go to college on the completion of the high school course, we should be mindful of the requirements of the colleges. We believe that the Academic Course meets fairly well both of these demands, and at the present time we recommend no special change.

The Commercial Course.

For the first time since the establishment of this course we shall have graduating pupils this year. We commend the careful oversight given these pupils by the supervisor, Mr. Garbutt. It is his intention to make every effort at the close of the year to find suitable positions for the graduates.

The second and third years of the Commercial Course we believe to be somewhat too heavy and we would recommend that one subject be dropped from each of these two years. In our day we have seven periods and hence in the week there are thirty-five periods. In each of the years named pupils have from thirty-one to thirty-three periods of work. If lessons are prepared with requisite care it makes demands on the time of the pupil which are too severe.

We desire in this connection to make a specific recommendation, namely, that in the second half of the senior year these young men and women be given the time after the fourth or fifth period of the day to go to the larger schools in our vicinity and assist the principals in the general work of the office. They should be given frequent dictation, and render such assistance in the care of records as will prove of benefit not only to the pupil but to the principal. If this should entail any extra expense to the pupil by way of car fare, this in our judgment, should be paid by the Board of Education.

We fear that the time may not be far distant when the market for bookkeepers and stenographers will be glutted and there will not be a demand for young people who are as well trained as our graduates should be. We are of the opinion that it would be well for us to consider the advisability of establishing a course in salesmanship, and enlist the co-operation of the men at the head of our large mercantile establishments, in the hope that the training which the pupils may receive in our schools will render them of such value that the salaries may be as good if not better than those now given to stenographers and bookkeepers. This has been the experience of one or two other large cities in our country. We recommend a careful investigation of the accomplishment along this line in other cities.

Domestic Science.

We recommend the introduction into this course of the study of physiology and hygiene. We regret that each girl in our school has not the opportunity of this instruction.

The criticism is often made that the portions which are prepared by the girls in their cooking are too small to be of practical benefit. It is the expectation to meet the criticism by means of a system of co-operation between this department and the lunch room, wherein the classes in cooking will prepare various articles of food in considerable quantity for the students who have their lunch in the building.

THE LUNCH ROOM.

The total amount of business done in the lunch room last year was $14,525.54. It is self supporting, the Board of Education furnishing only the rooms used and the fuel. There was a comfortable balance at the end of the year. The details of the financial management may be seen in the monthly reports furnished your office. New equipment needed is purchased out of the profits. The average amount per pupil spent daily is nine cents. The food is well cooked, is of excellent quality, and is served in good measure. We invite an inspection of the methods used, of the preparation of the food, and of all of the details connected with the conduct of this important department.

NEED OF AN ATHLETIC FIELD.

We have constantly urged more intra-school athletics, in order that the benefits to be derived from the vigorous outdoor games may be had by a large number of the students. Hughes High School is greatly in need of an athletic field, and some investigation has been made of the probable cost of acquiring and preparing a tract of land about five minutes' walk distant, not only for our use, but for the benefit of a number of schools in our immediate vicinity. We find that a few thousand dollars would purchase this piece of land and we hope that the time is not far distant when the Board of Education will have the inclination and the means to purchase, prepare, and equip this field for the use of the schools in this locality.

THE SPIRIT OF THE SCHOOL.

There is an indefinable something connected with any large school which to the experienced visitor makes itself immediately felt. It may be called the spirit of the school. It manifests itself in the attitude of the pupils toward their work, in the relation of pupil and teacher, in the respect shown authority, in the presence or absence of flippancy, and in the degree of purpose which appears to prevail among the students. We commend the enthusiasm, the energy, and the good cheer shown by the teachers in the midst of abundant labors. We commend also the student body, young people as they are of greatly differing capacities, yet animated to a large degree with a genuine desire to make much of the opportunities offered.

Respectfully submitted,
E. D. LYON,
Principal.

WALNUT HILLS HIGH SCHOOL

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—In response to your request for a report concerning the work of the year at Walnut Hills High School, the following is submitted:

At the close of April a careful examination of the attendance of the pupils enrolled in this school was made. This was done with the double purpose of discovering the causes of withdrawals, and to find, if possible, some method of curing the ill of unnecessary cases. This analysis follows:

	D Grade			C Grade			B Grade			A Grade			Whole School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrolled	59	118	177	43	120	163	45	52	97	31	47	78	178	337	515
Withdrawn	18	12	30	3	20	23	5	6	11	1	3	4	27	41	68
Per cent	31.5	10	18.5	7	16⅔	14	11	11.5	11+	3	6	5	15	12	13

The reasons given for withdrawals were; to go to work, 12 per cent. (8); sickness, 24 per cent. (17); removal, 16 per cent. (11); to attend other schools 15 per cent. (10). Twenty-seven per cent. of the withdrawals were failing at the time of leaving, and 10 per cent. were unable to carry the work. Omitting the reasons of inability, sickness, and attendance at other schools, the number of withdrawals seems excessive.

In investigating the causes from the financial standpoint, it was found that there was not a single case where lack of money was a valid excuse. In fact some of the persistent students had to make the greatest efforts to remain in school. Not one of those who left to go to work, did so from lack of money or failure in lessons. It was simply the desire to be earning something.

The remedy to control the avoidable cases, was appeal to ambition, to school spirit, to faithfulness, to parental co-operation, to education for efficient citizenship, and to any ethical reason that might have suggested itself. Especial care was taken not to appeal to the lower forms of selfishness to induce students to return. The result is somewhat interesting. Thirty-seven of the sixty-eight who withdrew have promised to re-enter school the coming September.

Among the causes for withdrawal are some that indicate different forms of percocity. One student left because of an unconquerable wander-lust, another to be married, chronic truancy a third, and a fourth successfully passed university entrance examinations.

Tabulation of the results of an inquiry as to those intending to take higher education at college, technical school or some university follows:

	D Grade			C Grade			B Grade			A Grade			Whole School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrolled	59	118	177	43	120	163	45	52	97	31	47	78	178	337	515
Going to college....	29	54	83	22	64	86	26	33	59	23	24	47	100	175	275
P. ct. going to college	50	46	47	51	53	52	58	63	61	74	50	60	56	52	53

Fifty-six per cent. (100) of the number of boys expressed the intention of going to higher institutions, giving as reasons for their choice to become (1) engineers, (2) lawyers, (3) doctors, (4) just to be educated, (5) preachers, (6) journalists. It is strange that not one boy expressed a desire to become an architect or a teacher. On being asked why so many desired to become engineers, the prevailing answers showed this preference to be based upon the fine idea that the engineer was an all-around man, mentally, morally and physically. The idea of a large possible income was not suggested.

Fifty-two per cent. (175) of the number of girls enrolled expressed similar intention. Analysis of their aims resulted as follows: (1) teachers, (2) authoresses, (3) journalists, (4) women of culture, (5) home-makers, (6) social workers.

The choice of both boys and girls indicate altruistic ideas of service to mankind.

The enrollment of pupils was such, that it was made possible to have classes that were numerically small. This permitted very close attention to the individual pupils. This effected a reduction in the per cent. of failures which was one-half of what it had been with larger classes.

Though the number of teachers was relatively large, and the number of pupils relatively small, making the cost of tuition per pupil very high, still the reduction of the number of students repeating grades, had an economic value, which largely offset the expense per pupil.

An innovation was made in calling a mass meeting of the boys to get, if possible, the boys' standpoint in matters where they were directly concerned. At this meeting different boys were called on unexpectedly to express ideas as to methods tending to control the sub rosa disorder which exists even in good schools. The result was more far reaching than was anticipated. It created a feeling of the "big-brother" kind among the older boys for the younger. The spirit of the school became more cheerful. The control was as strong as ever, but there was less strain. The response was prompt and certain to the appeal to manhood. Concealment was no longer a virtue, and acknowledgment of a fault was not weakness. School interests were supported with vim and vigor. A similar meeting was to be held for the girls, but the sudden rush of work prevented it being done.

It is earnestly advised that the Commercial Course be introduced as soon as possible, and the private residence adjoining the school be rented for the use of students taking courses in Domestic Science and Art. This home could be used after the Menonomee plan modified to meet local conditions.

In closing this report I gratefully acknowledge my appreciation of the generous and whole-souled support given to me by the members of the faculty of Walnut Hills High School. Every one seemed to make special effort to have a successful and happy year. My thanks are extended to Mr. Benedict and Mr. Macke for relieving me of the tedium of tabulations.

Respectfully submitted,

ATLEY S. HENSHAW,
Acting Principal.

COMMERCIAL DEPARTMENT WOODWARD AND HUGHES HIGH SCHOOLS

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—I beg to hand you herewith a general report of the work in the Commercial Department of Woodward and Hughes High Schools for the year ending in June, 1913:

Commercial Department.

The enrollment in this department at Woodward in September, 1912, was as follows:

D Grade	180
C Grade	86
B Grade	49
Total	315

Enrollment at Hughes.

D Grade	170
C Grade	94
B Grade	42
Total	306

These pupils have pursued the regular studies of their respective grades in a very satisfactory manner, the majority of them have passed and have expressed their intention of returning to school in September to continue their studies in the next grade.

The withdrawals throughout the year have been comparatively few especially in the B and C grades. The greater percentage being in the D grade.

The principal causes of withdrawals as tabulated are (1) to go to work, (2) needed at home, (3) change of residence, etc.

The withdrawals between years, is also comparatively small, i. e., of those who finish one grade a large majority return to school to continue in the next grade.

By permission of former Superintendent Dyer a change was made in the arrangement of the studies of the C grade or second year; i. e., Applied Mathematics (Advanced Commercial Arithmetic) taking the place of the Geometry and the Geometry being moved up to the A grade or fourth year.

This change has proved very satisfactory to both pupils and teachers.

Uniform courses or outlines have been followed in all subjects of the course in both schools. Frequent conferences of the teachers of the different subjects in both schools have been held to unify the work and to carry it out along parallel lines.

The correlation of studies in the course, especially the English, the languages, and the social sciences, have proven very satisfactory.

As near as can be estimated from present available figures we will have in this course at the opening of school in September, an enrollment as follows:

WOODWARD.		
A Grade	40	
B Grade	70	
C Grade	120	
D Grade	232	
		461
HUGHES.		
A Grade	39	
B Grade	65	
C Grade	125	
D Grade	212	
		441
Total in both schools		903

I beg to call your attention to the fact that since the Commercial Course has been established in the two high schools, the attendance in the General Courses has not decreased, as was feared, but on the contrary it has increased.

We feel, therefore, that when school opens in September, that this course has added 900 pupils to the High School enrollment.

We shall continue our general policy of former years, of keeping in personal touch with the work of each pupil and offer such help and advice as seem necessary.

At the opening of school in September we will have reached the fourth year of the course, we will have about 40 pupils in the A grade in each school, these we hope to carry through to a successful graduation.

The crowning feature of this four years of effort will be to secure desirable positions for these young men and women in order that the business public may try them out and to become acquainted with the effort that is being made along this line in the High Schools.

Our effort, at all times, is one of education along broad, general lines so that these young people may be efficient in the world's work and useful citizens in the community.

Respectfully submitted,

I. R. GARBUTT,

Supervisor.

SOME PROBLEMS OF ADMINISTRATION IN THE FIRST YEAR OF THE HIGH SCHOOL

In order to secure some definite basis for work upon the problems of vocational guidance in the Hughes High School of Cincinnati, a detailed study of the scholastic records, the scholastic aims, and the vocational preferences of the pupils of the school has recently been made. Though the investigation has been proceeding for two years, the results given herewith deal only with the entering class of last year,—the class of nineteen hundred and sixteen.

The Hughes High School is a four-year cosmopolitan school, to which pupils come after eight years in the elementary grades. In addition to the usual academic course, all of the newer courses, except that in agriculture, are given liberal recognition. Though promotion from class to class is made on the basis of general average, pupils who receive a passing grade in any subject are usually not required to repeat the work in that subject even if their general average is below the required standard of seventy per cent. In the tables that follow, a student is counted as failing if his work has been so poor as to prevent him from taking full rank with his class.

The present study covers a total of 724 pupils,—379 boys and 345 girls. The full membership of the class is not represented, because some pupils withdrew from school so early that the necessary information could not be secured. In a few cases, also, the records were not supplied by the teachers in charge. With these few exceptions the results may be said to apply to a whole class.

The first item in the investigation is concerned with the pupils' expectancy of finishing the high school course.

Table I.

	379 BOYS				345 GIRLS			
	Total	Failed	With-drawn	Total Loss	Total	Failed	With-drawn	Total Loss
Group 1: Expect to finish.	310	78	33	111	285	47	34	81
	81.8%	25.2%	10.6%	35.8%	82.7%	16.4%	11.9%	28.3%
Group 2: Do not expect to finish.	69	15	17	32	60	9	14	23
	18.2%	21.7%	24.6%	46.3%	17.3%	15.0%	23.3%	38.3%

In the above table, "total loss" means the sum of the failures and the withdrawals in each group. These figures reinforce the conclusion already reached by Thorndike. When pupils upon entering the high school have not the definite expectancy of finishing the course, the losses by withdrawal will be heavy. Here, then, is an important problem of administration. By what means may the high percentage of withdrawals from Group 2 be reduced?

The next endeavor was to determine how failure and withdrawal are affected by the presence or the absence of a college aim. In Table II, Group 1 contains those pupils who expect to go to college; Group 2 contains those who do not wish to go to college; Group 3 contains those who would like to go to college, but who for various reasons do not expect to realize their ambition.

TABLE II.

	379 BOYS				345 GIRLS			
	Total	Failed	Withdrawn	Total Loss	Total	Failed	Withdrawn	Total Loss
Group 1: Expect to go to college.	162	45	18	63	138	22	17	39
	42.7%	27.8%	11.1%	38.9%	40.0%	15.8%	12.3%	28.1%
Group 2: Do not wish to go to college.	145	34	24	58	153	28	24	52
	38.3%	23.4%	16.6%	40.0%	44.3%	18.3%	15.6%	33.9%
Group 3: Wish to go, but do not expect to go.	72	14	8	22	54	6	7	13
	19.0%	19.4%	11.1%	30.5%	15.7%	11.1%	12.9%	24.0%

The fact that Group 3 shows a smaller total loss than either of the other groups needs some explanation. An examination of the scholastic records of the members of this group shows that some of them are among the most earnest and the most capable of the class. Here the problem of administration is to save and to train for service those promising students who, without special guidance, are not likely to avail themselves of the advantages of the higher education.

For the purpose of further study, the members of Group 1,—that is, those who expect to go to college,—were sub-divided. In Table III, Group 1 contains those pupils who expect to attend the local university,—the University of Cincinnati; Group 2 contains those who expect to attend some higher institution other than the University of Cincinnati; Group 3 contains those who expect to go to college, but who have no definite institution in mind for their higher training.

Table III.

	162 BOYS (42.7%)				138 GIRLS (40%)			
	Total	Failed	With-drawn	Total Loss	Total	Failed	With-drawn	Total Loss
Group 1: Expect to attend the University of Cincinnati.	70	22	4	26	64	9	5	14
	43.2%	31.4%	5.7%	37.1%	46.4%	14.1%	7.8%	21.9%
Group 2: Expect to attend some other definite college.	25	5	6	11	11	1	2	3
	15.4%	20.0%	24.0%	44.0%	7.9%	9.1%	18.1%	27.2%
Group 3: Have no definite college in mind.	67	18	8	26	63	12	10	22
	41.4%	26.9%	11.9%	38.8%	45.7%	19.0%	15.8%	34.8%

It is apparent from Table III that in the particular class under consideration the best group, as judged by the percentage of "total loss," consists of those students who expect to attend the University of Cincinnati. If this condition should continue to hold with succeeding classes, it would strongly indicate the value to a city in having a local institution for the higher education. It is noticeable, however, that in Group 2 the percentage of failure is lower and the percentage of withdrawal is higher than in Group 1. The high percentage of withdrawal may be due in part to the attractiveness of a special fitting school to those who wish to prepare for college entrance examinations. Nevertheless, the relatively low "total loss" from Group 1 suggests the conclusion that those pupils who have the definite purpose of attending the local college are as a class earnest, purposeful, and promising. Administration in both the high school and the University has here an opportunity and a problem,—an opportunity to work with good material and a problem of handling that material in such a way to make it of the greatest service to the community.

Table IV presents the results of a study of the relationship which the presence or the absence of a vocational aim bears to failure and to withdrawal. Group 1 contains those pupils who have a definite vocational aim with a good reason for their choice; Group 2 contains those who have a definite aim, but who have either a poor or an insufficient reason for their choice; Group 3 contains those who have no aim or an uncertain aim; Group 4 contains those whose aim is due wholly or chiefly to the wish of parents.

Table IV.

	379 BOYS				345 GIRLS			
	Total	Failed	With-drawn	Total Loss	Total	Failed	With-drawn	Total Loss
Group 1: Definite aim; good reason.	200	49	28	77	189	27	30	57
	52.7%	24.5%	14.0%	38.5%	54.7%	14.3%	15.9%	30.2%
Group 2: Definite aim; poor reason.	22	10	2	12	68	14	8	22
	58.0%	45.5%	9.0%	54.5%	19.7%	20.6%	11.8%	32.4%
Group 3: No aim.	109	23	14	37	65	10	7	17
	28.8%	21.1%	12.8%	33.9%	18.9%	15.4%	10.8%	26.2%
Group 4: Aim due to wish of parents.	48	11	6	17	23	5	3	8
	12.7%	22.9%	12.5%	35.4%	6.7%	21.7%	13.1%	34.8%

The percentages shown in Table IV do not sustain the contention that a pupil will do better work in school if he has a definite vocational aim. It would not be fair to say, however, that it is better not to have an aim at all, for possibly the loss among those who have a definite aim is due in part to the failure of the school to supply the particular kind of training which is in line with the aim. At this point the problem of administration is readily seen to be the adjustment of courses of study to fit the needs of pupils. Of course these real needs are not necessarily what the pupils themselves imagine them to be. At this period of life the tastes and the horizons of children are widening rapidly, so that the thing which the pupil himself may want today he is likely to reject tomorrow. The administrator must reckon with these changing conditions without ignoring the importance and the value of the child's own ambitions.

As a clue to the ambitions of the boys and the girls who are the subject of this study, their vocational aims are shown in Table V.

Table V.

A. The Vocational Aims of 270 Boys.

1—Engineering (70)

Civil	20	
Engineer (kind not specified)	16	
Electrical	11	
Chemical	11	
Mechanical	10	
Insurance	1	
Mining	1	
		70

2—Bookkeepers (general office-work)	47
3—Business men	38
4—Draughtsmen	18
5—Lawyers	15
6—Agriculturists	10
7—Doctors	9
8—Architects	8
9—Machinists	7
10—Druggists	5
11—Clergymen	4
12—Writers and journalists	4
13—U. S. Navy	3
14—Mechanics	3
15—Musicians	3
16—Teachers	3
17—Carpenters	3
18—Pattern-makers	2
19—Foresters	2
20—U. S. Army	2
21—Designers	2

22-23—One choice for each of the following

Cartoonist, Commercial Artist, Chauffeur, Dentist, Poultryman, Florist, Landscape-Gardener, Interior Decorator, Wireless Operator, Scientist, Cabinet-Maker, Foundry Superintendent.

B. THE VOCATIONAL AIMS OF 280 GIRLS.

1—Teachers (122)	
Teachers (kind not specified)	47
Music	41
Domestic Science	17
Kindergarten	9
Gymnastics	4
Elocution	2
Art	2
2—Bookkeepers (general office work)	43
3—Stenographers	28
4—Home-makers	22
5—Dressmakers	18
6—Nurses	11
7—Milliners	8
8—Artists	8
9—Stay at home (apparently not as home-makers)	6
10—Literary workers	3
12—Settlement workers	2

13–17 — One choice for each of the following:

Elocutionist, Highly-cultured society woman, Designer, Missionary, Dentist.

The larger number of aims for the boys than for the girls indicates the wider opportunity open to the boy and points the way to a desirable enlargement of the sphere of the girl.

Apparently engineering in its various branches is the most attractive calling for boys, since seventy have given that as their aim. Likewise teaching appeals most strongly to the girls, since one hundred and twenty-two would like to enter that profession. The relatively large number,—seventeen in all,—who say they would like to teach domestic science indicates the rather strong hold which this new study has taken upon our girls.

In general the administrative problem suggested by a study of these statements of vocational aim is to determine whether our present courses are adapted to give the best possible preparation for the life which our pupils expect to lead.

The next table,—Table VI,—classifies according to courses of study the pupils who have failed and those who have withdrawn.

TABLE VI.

COURSE	379 BOYS				345 GIRLS			
	Total	Failed	With-drawn	Total Loss	Total	Failed	With-drawn	Total Loss
General and Classical	116	32	15	47	68	6	8	14
	30.6%	27.6%	12.9%	40.5%	19.7%	9.0%	11.8%	20.8%
Commercial	98	19	10	29	68	10	9	19
	25.8%	19.4%	10.2%	29.6%	19.7%	14.7%	13.2%	27.9%
Manual Training	124	37	18	55	....	....	....	....
	32.7%	29.8%	14.5%	44.3%	....	....	....	....
Domestic Science	....	....	....	....	158	33	21	54
	....	....	....	....	45.8%	20.9%	13.3%	34.2%
Industrial and Industrial Art	39	5	7	12	45	5	10	15
	10.3%	12.8%	17.9%	30.7%	13.1%	11.1%	22.2%	33.3%
Art	1	....	....	....	....	....	....	....
	3.0%	....	....	....	....	....	....	....
Music	1	....	....	....	6	2	....	2
	3.0%	....	....	....	1.7%	33.3%	....	33.3%

From the point of view of the suitability of courses, this table is the most interesting of all. The new courses of manual training and domestic science, which are supposed to meet the needs of students more fully than was possible under the old academic course, show the heaviest percentages of loss. Is this condition due to inadequacy of the courses, or to the inferior quality of students, or to the pressure of economic want? It is a problem of administration to find an answer to these questions and also to the question concerning the heavy percentage of withdrawal among the pupils in the industrial course. Is this course, also, inadequate, or is it so well suited to the needs of students that they are able to find early a profitable employment? Are the pupils in the industrial course inferior in quality, or are they peculiarly subject to the pressure of economic necessity?

Table VII classifies according to age the pupils who failed or who withdrew. The age in the table is the age at the birthday nearest to the date of the opening of school, September 9, 1912.

TABLE VII.

AGE	379 BOYS				345 GIRLS			
	Total	Failed	Withdrawn	Total Loss	Total	Failed	Withdrawn	Total Loss
13 Years	12	3	1	4	13	2	....	2
	3.1%	25.0%	8.3%	33.3%	3.8%	15.4%	....	15.4%
14 Years	111	22	9	31	123	14	11	25
	29.3%	19.8%	8.1%	27.9%	35.7%	11.4%	8.9%	20.3%
15 Years	150	41	17	58	134	19	19	38
	39.6%	27.3%	11.3%	38.6%	38.8%	14.2%	14.2%	28.4%
16 Years	81	19	16	35	55	14	11	25
	21.4%	23.5%	19.8%	43.3%	15.9%	25.5%	20.0%	45.5%
17 Years	24	7	7	14	17	6	6	12
	6.3%	29.2%	29.2%	58.4%	4.9%	35.3%	35.3%	70.6%
18 Years	....	....	....	....	3	1	1	2
	....	....	....	....	.09	33.3%	33.3%	66.6%
19 Years	1	1	....	1	....	....	....	....
	.03%	100.0%	....	100.0%	....	....	....	....

These figures give the expected results. They emphasize the difficulty of saving the older pupils from failure or from withdrawal and they indicate the necessity of special effort if this retarded group is to receive the benefit of a complete course.

The last table,—Table VIII,—shows the results of a study which sought to discover whether there is any connection between tardiness and the loss indicated by failure and withdrawal. In order to make the conclusion as significant as possible, only unexcused tardiness was counted. All cases of tardiness due to sickness, to delayed car-service, and to other various causes which were beyond the control of the pupil and which entitled him to an excuse from the principal of the school were excluded.

TABLE VIII.

		Failed		Withdrawn		Total Loss	
		No.	%	No.	%	No.	%
Boys:							
Total number	379	93	24.5	50	13.2	143	37.7
Number tardy	100	38	38.0	12	12.0	50	50.0
Girls:							
Total number	345	56	16.2	48	13.9	104	30.1
Number tardy	75	15	20.0	9	12.0	24	32.0

Thus, as expected, the inertia which is manifested in tardiness seems to pass over into that kind of inertia of character which leads to failure in studies and to withdrawal from school.

In all the foregoing tables no attempt is made to explain the causes of withdrawal. Such an explanation is valuable and may properly be made the subject of another study. Many withdrawals are due to sickness, to removal from the school district, and to other unavoidable causes. Since the student body as a whole and not any particular group alone is subject to these unavoidable causes for withdrawal, the percentages in the tables most likely show true relationship.

The results of an investigation like the one just reported are not, of course, necessarily conclusive. Many other large groups of students need to be studied from the same angles before any valid generalizations can be drawn. Nevertheless, it would be poor administration which would wholly ignore these results and which would not seek either to corroborate or to refute them.

In this study no attempt has been made to offer solutions for the problems which have been raised. Perhaps there are many solutions. To recognize the presence of a problem, however, is the first indispensable condition before any solution can be reached.

The new pedagogy emphasizes the necessity of the study of the characteristics of individual pupils for the purpose of adapting instruction to individual needs. In this direction lies the work of the teachers of the various subjects. For them this analysis is indispensable, the individuals have been studied and their needs analyzed, it is quite possible to form certain groupings which may be treated as units for adminstrative purposes. Thus the analysis of individuals becomes the basis for that synthesis which is necessary in the administration of a large high school.

THOMAS W. GOSLING.

I consider the following report of a study of the pupils in the senior class of the Hughes High School, undertaken by Mr. Thomas W. Gosling, a teacher of English in that school, of sufficient interest and permanent value to warrant its insertion in this report.

RANDALL J. CONDON.

CLASSIFICATION BY TESTS OF INTELLIGENCE

Adaptation of instruction to the needs and the abilities of children is becoming the basis of organization in our public schools. The old plan by which pupils were grouped in classes for the purpose of accomplishing certain definite tasks laid down in a course of study is gradually yielding to a new principle which classifies according to native and acquired ability. Under the old plan failure, retardation, elimination were conspicuous and pressing problems of administration. Under the new plan success, progress, retention in school are to be accomplished, not through any magic changes in courses of study but through a wise adjustment of the content and the methods of instruction, whereby every pupil will be expected to accomplish as much as he is able and no one will be taxed beyond his limit.

Rough approximations to this kind of adjustment have sometimes been made by regrouping pupils according to their school records after several months of study and by requiring from that time to the end of the year more work of the higher than of the lower groups. Though such classifications are desirable when no better can be made, they are subject to the two criticisms that they become effective only after valuable time has been lost and that they are imperfect because they depend upon a system of marks which allow too much scope to the subjective element.

The purpose of this paper is to explain a method whereby a classification of pupils may be made at the beginning of any year upon a basis which is almost wholly objective,—that is, upon a basis which relies but little upon the subjective impressions of teachers as these are revealed in the ordinary school marks.

The test which furnishes the material for the suggestions herein offered was given last September to two hundred and twenty-three members of the senior class of the Hughes High School, Cincinnati. This number does not include the entire membership of the class, but it embraces all who could be tested by one teacher within the limits of a single day.

There were four parts to the test, as follows:

1. Write as many adjectives as you can within a limit of three minutes.
2. Write as many verbs as you can within a limit of three minutes and five seconds.

3. Write antonyms for the following:—fast, rough, thick, true, high, tall, moral, obscure, straight, optimistic, similar, brave, sweet, dark, beautiful. (The meaning of the word "antonyms" was explained. After the list of words was copied, one minute was allowed for writing the antonyms.)

4. A passage about the meaning of life, as given in the Binet-Simon tests for adults, was read to the pupils. They were allowed one minute for thinking about this passage and an additional minute for writing a summary of the thought.

The entire time for the test, exclusive of the intervals between the parts and exclusive of the time necessary for dictating the words in part three and for reading the passage in part four, was nine minutes and five seconds.

For the purpose of assigning relative values to the various papers, one point was allowed for each adjective in part one; one point for each verb in part two; two points for each antonym in part three; and twenty points for a correct summary of the thought in part four. Words were not rejected on account of incorrect spelling. Any form of the verb was accepted. In part four, since no answer was accepted unless it was wholly correct, either twenty points or none were allowed. In the few cases where pupils wrote sequences of numeral adjectives, the examiner did not allow full credit because he thought that the conditions of the test had not been fulfilled. Several adjectives were grouped and allowed only a single point. Here is one place where the subjective element was not eliminated. In parts three and four, also, there was some opportunity for the personal judgment of the examiner. Thus again the subjective impression entered slightly into the estimates. For the most part, however, the values assigned were independent of opinion,—that is,—they were based almost wholly upon objective results instead of subjective impressions.

Since the results which were achieved by the pupils were not the outcome of any special preparation or of any specific instruction, but were dependent, rather, upon quick comprehension and upon alertness and flexibility of mind, this test is called a test of intelligence. It is, of course, a narrow test; it gives quick thinkers the advantage over slow thinkers; and it is confined to the one realm of language. All of these criticisms are justified. The only defense is that the plan is offered as a suggestion of what may be done with greater completeness after the principle involved receives recognition. In addition, it may be said that language is the surest and the most universal evidence within our reach for the testing of general intelligence.

Of the papers received, one hundred and twenty-five were written by boys and ninety-eight by girls. Four papers by boys and three by girls were eliminated, because they were the work of pupils who had been in the Hughes School during the preceding year and who could not offer, therefore, the additional records which were needed in order to complete the study. After marking the remaining two hundred and sixteen papers,—one hundred and twenty-one by the boys and ninety-five by the girls,—the examiner divided them by sexes into quintiles according to their rank in the test. The next step was to get the records of these pupils in scholarship for the whole of the preceding year,—the year 1912-1913. Two records were taken for each pupil,—the record in English and the general average in all studies.

The average attainments of the same pupils by quintiles in the intelligence test, in English, and in general average are shown in Table I for the boys and in Table II for the girls.

TABLE I.

	First Quintile	Second Quintile	Third Quintile	Fourth Quintile	Fifth Quintile
Number of boys	25	24	24	24	24
Intelligence test	111.0	92.8	82.6	74.5	56.4
Average of English records	89.0	83.5	80.3	79.8	78.1
Average of general averages	83.9	81.5	79.8	78.8	78.0

The significant fact about Table I is the high degree of correlation of the three records. The first quintile in the intelligence test is first in English and first in general average also. The other quintiles show the same correlation. In other words, if all the boys who were tested were to be classified according to their attainments in the intelligence test, the groups so formed would have, as groups, the same relative rank in English and in general average of all subjects as they have in the classification by test of intelligence. The fact that it would be possible to select from the whole list of boys a sufficient number to make a quintile which would have a higher general average than that of the first quintile in Table I, does not controvert the thesis that a test of intelligence is a good criterion for classification. The issue which remains unsettled is whether the test of intelligence is or is not better as a basis of classification than the conventional school marks, surcharged as the latter are with the subjective impressions of teachers.

At first glance the correlations in the case of the girls seem to subvert the theory just advanced with reference to the boys. Examination of Table II shows that the second quintile according to the intelligence test is the first quintile in English and in general average of all studies. The lack of harmony between the two tables is, however, more apparent than real. In the quintile which ranks first according to the intelligence test are two girls who are taking the four-year course in three years and another girl who was absent fifty-four days in the course of the year 1912-13. Two other girls in this quintile are naturally bright, but notoriously lazy; and still another in the group left school before the end of the year in order to take a trip abroad. If these six girls had been working under normal conditions, it is almost certain that their records in English and also their general averages would have been enough higher to raise the English average of 88.4 per cent and the general averages of 83.5 per cent for the group above the 88.8 per cent and the 85.2 per cent, respectively, of the second quintile. In that event, the same correlations would hold for the girls as for the boys.

Table II.

	First Quintile	Second Quintile	Third Quintile	Fourth Quintile	Fifth Quintile
Number of girls	19	19	19	19	19
Intelligence test	123.7	99.6	84.8	74.6	61.3
Average of English records	88.4	88.8	85.9	81.5	77.5
Average of general averages	83.5	85.2	83.4	79.2	77.5

Another fact—shown in Table III and in Table IV—is that so far as this particular group of boys and girls is concerned, neither general intelligence as measured by an intelligence test nor general scholarship as measured by records both in English and in general average of all studies, increases with age. On the contrary, there is a fairly steady decline both in intelligence and in scholarship with increase in age. This condition emphasizes what is already well-known,—the importance of classification and of adaptation of instruction on the basis of age.

Table III.

CLASSIFICATION OF 121 BOYS ACCORDING TO AGE.

Age (Sept. 24, 1913)	15	16	16½	17	17½	18	18½	19	19½	20
Number of boys	2	4	11	25	28	19	13	10	6	3
Intelligence test	125.5	100.2	85.6	87.0	84.1	81.2	81.8	74.6	74.8	67.6
Average of English records	89.5	88.5	84.3	83.8	81.5	79.8	84.2	77.9	80.3	77.3
Average of general averages	89.0	85.3	82.1	81.0	80.1	81.4	81.2	75.0	78.7	76.0

Table IV.

CLASSIFICATION OF 95 GIRLS ACCORDING TO AGE.

Age (Sept. 24, 1913)	16	16½	17	17½	18	18½	19	21
Number of girls	5	6	21	29	22	8	3	1
Intelligence test	114.4	96.6	91.9	95.7	74.3	86.5	58.3	80.0
Average of English records	87.8	91.1	85.5	86.0	82.5	79.6	74.0	86.0
Average of general averages	86.3	81.3	82.7	82.9	80.5	79.6	71.5	87.8

Table V and VI show the facts concerning the quality of the pupils in the various courses of study. In addition to the standards used in the preceding classifications, in these tables there is given for each course, except the "General," the average in that study which is particularly characteristic of the course. It is interesting to note the superiority of the pupils in the general and classical courses over those in the newer courses. Although it is not yet possible to explain the full significance of the relationships which the figures show, there is a clear suggestion here of the necessity of adaptation of instruction to the needs and the abilities of children.

TABLE V.

CLASSIFICATION OF 121 BOYS ACCORDING TO COURSE OF STUDY.

	Course of Study		
	General	Manual Training	Commercial
Number of boys	62	40	19
Test of intelligence	91.8	75.7	74.0
Average of English records	84.5	80.6	78.0
Average of general averages	80.6	80.7	79.5
Average of Bookkeeping records	......	......	84.4
Average of Manual Training records	......	82.7	......

TABLE VI.

CLASSIFICATION OF 95 GIRLS ACCORDING TO COURSES OF STUDY.

	Course of Study					
	Classical	General	Art	Commercial	Domestic Science	Music
Number of girls	6	56	3	14	15	1
Test of intelligence	109.1	91.5	86.6	80.4	79.3	77.0
Average of English records	93.0	86.0	82.0	86.2	82.3	75.0
Average of general averages	82.5	81.1	82.8	83.4	82.4	78.3
Average of Greek records	81.5	......	......	......	......	......
Average of Art records	......	......	96.3	......	......	......
Average of Bookkeeping records	......	......	......	85.9	......	......
Average of Domestic Science records	......	......	......	......	85.7	......
Record in Harmony	......	......	......	......	......	91.0

It is evident from the several foregoing tables that there are marked differences in ability among pupils of the same grade in school. It is equally evident that a quick and sure method of classifying pupils according to ability may be devised.

Several practical applications of the intelligence test may be made. One of the obvious uses of such a test is in the classification of the entering pupils in a large high school. Although the grade schools which send these pupils to the high school supply estimates of their ability, these estimates are not entirely safe guides because they are not all referable to the same objective standards. After the first-year pupils have been grouped according to their courses of study, they should be further subdivided within those courses according to intelligence. A test similar to the one herein described would enable the principal of a school to classify all the new members of his school on the first day of the year.

Frequently pupils apply for entrance into a high school without having come up through the grades of the local school system. Sometimes these applicants are from other cities and sometimes from local private or parochial schools. Many vexatious problems frequently arise before suitable adjustments of these pupils can be made. To make them take the same tests as would properly be required of pupils from within the system, is not always just. It is more important to know whether they can do the work before them than to be certain that they have completed the accepted requirements for admission. An intelligence test would settle this question with satisfaction to all, thus saving some students from the loss of a year or more of time and sparing the school the loss of efficiency which necessarily follows when pupils are trying to do work for which they are not fitted.

It is possible, also, to make use of the intelligence test on a larger scale than that of a single school. The superintendent of schools who wishes to know the relative ability of the pupils within a system may quickly and easily ascertain it by means of such a test. The labor of compiling questions on many subjects and the still greater labor of grading numerous papers are unnecessary if a simple intelligence test is applied. Much is said by educators about adapting instruction within a school system to the local needs of the communities within which the schools are situated. Intellectual ability is one of the most important criteria of local needs. To ascertain it is one of the prime duties of the administrator who plans to differentiate courses of study for the benefit of the various schools under his jurisdiction.

Under proper conditions, intelligence tests would serve a useful purpose in making comparisons of different school systems. If the children in the schools of a given city show marked intellectual inferiority to those of another city, there is reason for close investigation into causes for the purpose of applying a remedy.

In order to make any of the larger classifications just named, it is of course necessary to have a graded system of tests worked out in great detail. Much experiment on a large scale is required before any such tests can be devised. It is not expedient to use frequently the same set of tests, because pupils and teachers would learn to prepare for them.

It will be possible in time to construct a large series of interchangeable tests of intelligence and to set certain standards of achievement in them as a basis of classification of pupils. One level of intelligence will indicate a pupil's ability to do work of a certain quantity and kind. Another higher level will indicate his ability to accomplish more difficult tasks and will establish his right to a change of classification.

Crude and incomplete as is the test which was used in the classifications described in this paper, it points the way to further experiment and shows the possibilities in one method of measuring ability. Some more scientific method of classifying than the one now in vogue, is essential if the schools are to fulfill their function of taking "all the children of all the people" and giving to each child according to his ability the kind of instruction which will best fit him to become an efficient social unit.

Thomas W. Gosling.

BUREAU OF CHILD LABOR; WORK CERTIFICATE OFFICE

Report of Director.

To the Superintendent of Schools of the City of Cincinnati:

The Director of the Work Certificate Office respectfully submits the following report of the work of that office for the year ending August 31, 1913:

The total number of certificates, old and new, issued by the office during the year is shown month by month in Table I. There were 2,450 new certificates, and 2,424 re-issuances of old certificates, making a total of 4,874 certificates issued. This is the first year that the office has been able to present the exact statistics for re-issuances, but previous summaries of industrial records have convinced us that in most years the number of old certificates re-issued has been about the same as the number of new certificates issued.

Since the change from the law of 1910 to that of 1913 took place in August, 1913, and the records for that month are therefore not comparable with those of the previous months of the year, the statistics for the year of this report are made up, and the percentages figured, on the basis of the first eleven months of the year. Table II presents the detailed analysis of the kind and location of the schools from which the children who received new certificates came, their sex, and their age. Summed up, the facts are as follows:

Location—Of the 2,352 new certificates issued, 2,076, or 83.3 per cent were to children from the schools of the city of Cincinnati, and 276, or 11.7 per cent to children from schools outside of the city limits. This is an increase in the proportion of city children of 4 per cent.

Sex—As usual, the sexes are about equally divided. There were 1,208, or 51.4 per cent boys, and 1,144, or 48.6 per cent girls. The equal division between the sexes holds for both public and parochial schools.

Type of School—Of the 2,352 certificates, 1,448, or 61.6 per cent were to children from public schools, and 904, or 38.4 per cent to children from parochial schools. This is an increase of 5 per cent over the previous year in the proportion of public

TABLE I.

CERTIFICATES ISSUED SEPTEMBER, 1912, TO SEPTEMBER 1, 1913.

MONTH	New	Old	Total
September	476	164	640
October	374	246	620
November	198	224	422
December	134	192	326
January	128	256	384
February	112	227	339
March	125	220	345
April	152	229	381
May	129	234	363
June	310	184	494
July	214	179	393
August	98	69	167
Total	2,450	2,424	4,874

TABLE II.

TOTAL NUMBER WORK CERTIFICATES ISSUED, SEPTEMBER 1, 1911, TO AUGUST 31, 1912.

	Cincinnati										Outside of Cincinnati										Grand Total
	Public					Parochial					Public					Parochial					
	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total	Boys		Girls		Total	
Age	14	15	14	15		14	15	14	15		14	15	14	15		14	15	14	15		
Sept.	117	48	88	45	298	49	14	62	11	136	6	4	2	7	19	14	1	7	1	23	476
Oct.	68	46	80	33	227	43	7	50	19	119	2	3	4	3	12	6	...	6	4	16	374
Nov.	32	22	47	15	116	25	6	21	10	62	1	5	3	11	20	3	2	3	2	10	198
Dec.	18	11	23	8	60	21	4	21	6	52	5	6	2	4	17	4	...	...	1	5	134
Jan.	18	9	24	12	63	20	6	15	7	48	2	3	1	3	9	2	2	2	2	8	128
Feb.	20	12	28	1	61	14	5	10	7	36	3	1	4	2	10	1	...	3	1	5	112
Mar.	20	12	17	11	60	24	5	19	...	48	2	...	3	3	8	5	1	3	...	9	125
Apr.	31	18	22	9	80	26	3	20	5	54	4	2	3	1	10	2	1	5	...	8	152
May	16	17	8	13	54	34	5	10	3	52	3	1	2	3	9	6	1	6	1	14	129
June	58	34	47	28	167	39	8	41	6	94	13	5	10	4	32	7	3	5	2	17	310
July	33	14	44	20	111	25	7	37	9	78	6	1	5	3	15	4	1	3	2	10	214
Total	431	243	428	195	1,297	320	70	306	83	779	47	31	39	34	151	54	12	43	16	125	2,352

STATISTICS FOR 11 MONTHS, UNDER OLD CHILD-LABOR LAW, SEPTEMBER 1, 1912 TO AUGUST 1, 1913.

	No. Certificates	Per cent
KIND OF SCHOOL		
Public	1,448	61.6
Parochial	904	38.4
Total	2,352	
LOCATION OF SCHOOL		
City of Cincinnati:		
Public Schools	1,297	89.6
Parochial Schools	779	86.2
Total	2,076	88.3
Outside of Cincinnati:		
Public Schools	151	10.4
Parochial Schools	125	13.8
Total	276	11.7
Total for Public Schools, 1,448; or, 100 per cent. Total for Parochial Schools, 904; or, 100 per cent.		
SEX OF CHILDREN		
Boys:		
Public Schools	752	51.9
Parochial Schools	456	50.4
Total	1,208	51.4
Girls:		
Public Schools	696	48.1
Parochial Schools	448	49.6
Total	1,144	48.6
Total Public Schools, 1,448; Parochial, 904; Grand Total, 2,352		
AGE OF CHILDREN		
Public Schools:		
14 Years	945	65.3
15 Years	503	34.7
Total	1.448	
Parochial Schools:		
14 Years	723	80.0
15 Years	181	20.0
Total	904	
Total 14 years, 1,668; 15 years, 684; grand total, 2.352.		

school children, and a decrease of 5 per cent in the proportion of children from parochial schools. Whether the change is due to a corresponding increase in the enrollment of the public schools, and decrease in that of the parochial schools, we cannot tell, since the parochial schools publish no report of enrollment. Since the report of the previous year was submitted, we obtained through the Department of School Inspection of the Board of Health, a statement of the total enrollment of the parochial schools of the city for the year 1911-1912, which was 15,176. On this basis the proportion of children leaving the parochial schools to go to work during that year was about twice as great as in the case of the public schools. The children from parochial schools who took out work certificates were 5.4 per cent of their total grade school enrollment, while those from the public school constituted 2.8 per cent of the grade school enrollment. It may be that the smaller proportion of parochial school children during the past year, is due to a greater effort to hold the children in school.

AGE—The proportion of fifteen-year-old children is a little greater this year than last. The percentage of fifteen-year-old children for the last three years is as follows: 1910-1911, 22 per cent; 1911-1912, 27 per cent; 1912-1913, 29 per cent. The same general difference between the proportion of fourteen and fifteen-year-old children coming from public and parochial schools which we noticed in last year's report, holds for this year. Of the 1,448 public school children, 945, or 65.3 per cent took out certificates at fourteen years, and 503, or 34.7 per cent, at fifteen years. Of the 904 parochial school children, 723, or 80 per cent, took out certificates at fourteen years, and 181, or 20 per cent, at fifteen years.

GRADE—The number of children who had completed the various possible grades from the fifth up, upon going to work, are shown in detail in Table III for the public school, and Table IV for the parochial school. These tables are summed up in Table V. The difference between the two types of schools noted in last year's report, holds this year also. While in the public school the greatest number of children left after completing the

TABLE III.

WORK CERTIFICATES ISSUED TO PUBLIC SCHOOL CHILDREN, BY GRADE, AGE AND SEX.

	Grade 5				Grade 6				Grade 7				Grade 8				Grades 9, 10				Total
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		
Age	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	
September	41	14	14	15	35	11	33	14	29	16	30	12	18	8	13	11	...	3	...	...	317
October	28	21	26	9	19	10	27	8	18	13	17	12	5	4	14	7	...	1	...	...	239
November	12	6	17	3	6	7	15	5	9	7	11	5	6	7	6	2	...	...	1	1	126
December	10	4	9	2	8	7	7	2	3	2	6	8	2	2	3	...	...	2	...	...	77
January	6	3	10	4	6	...	8	7	5	6	5	2	2	2	2	2	1	1	...	...	72
February	7	3	12	...	8	4	13	3	5	5	5	...	3	1	2	...	...	...	...	...	71
March	9	2	9	3	9	5	5	6	4	4	4	3	...	1	2	2	...	...	...	...	68
April	13	8	10	6	10	5	7	3	9	5	5	1	3	1	3	...	...	1	...	...	90
May	8	2	3	5	5	8	3	2	3	4	...	7	3	3	4	2	...	1	...	...	63
June	19	13	19	8	17	4	10	4	14	7	11	6	20	12	16	14	1	3	1	...	199
July	12	6	8	5	9	2	15	2	8	2	11	6	10	4	15	10	...	1	...	...	126
Totals	165	82	137	60	132	63	143	56	107	71	105	62	72	45	80	50	2	13	2	1	1,448

TABLE IV.

WORK CERTIFICATES ISSUED TO PAROCHIAL SCHOOL CHILDREN, BY GRADE, AGE AND SEX.

	Grade 5				Grade 6				Grade 7				Grade 8				Grades 9, 10				Total
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		
Age	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	14	15	
September	16	4	10	...	12	3	16	5	15	2	14	2	19	5	29	14	1	1	...	1	159
October	15	2	12	4	16	1	15	4	12	3	13	8	6	1	16	7	...	...	...	...	135
November	5	2	7	3	5	2	4	3	9	3	6	3	9	1	7	3	...	...	...	...	72
December	10	...	4	...	3	...	5	1	11	2	8	4	1	2	4	2	...	...	...	...	57
January	6	3	5	1	4	...	6	3	6	1	3	5	6	4	3	...	...	...	...	...	56
February	4	...	6	...	2	1	...	4	6	3	3	...	3	1	4	4	...	...	...	...	41
March	11	2	7	...	7	1	7	...	5	1	2	...	5	2	6	...	1	...	...	...	57
April	6	2	6	...	13	...	8	1	7	1	9	3	2	1	2	1	...	...	...	...	62
May	13	1	7	...	12	2	3	2	8	1	5	2	7	2	1	...	...	...	...	...	66
June	14	3	4	2	9	...	13	1	10	4	15	...	9	2	13	5	4	2	1	...	111
July	6	2	7	...	2	...	5	2	4	3	10	1	16	2	18	8	1	1	...	...	88
Totals	106	21	75	10	85	10	82	26	93	24	88	28	83	23	103	34	7	4	1	1	904

TABLE V.

WORK CERTIFICATES ISSUED BY GRADE AND AGE.

	Public Schools						Parochial Schools						Total Number	Per cent
	Boys		Girls		Total	Per cent	Boys		Girls		Total	Per cent		
Age	14	15	14	15			14	15	14	15				
Grade 5	165	82	137	60	444	30.663-	106	21	75	10	212	23.45+	656	27.89+
Grade 6	132	63	143	56	394	27.21-	85	10	82	26	203	22.46-	597	25.38+
Grade 7	107	71	105	62	345	23.83-	93	24	88	28	233	25.77+	578	24.57+
Grade 8	72	45	80	50	247	17.05+	83	23	103	34	243	26.88+	490	20.83+
Grades 9 and 10	2	13	2	1	18	1.27+	7	4	1	1	13	1.44-	31	1.32-
Totals	478	274	467	229	1,448	100.0	374	82	359	99	904	100.0	2,352	

Grade Completed—Both Schools.

	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9 or 10
BOTH SCHOOLS					
1910–11	28.5%	30.0%	25.9%	13.3%	2.4%
1911–12	26.7%	26.8%	25.1%	19.0%	2.4%
1912–13	27.9%	25.4%	24.6%	20.8%	1.3%
PUBLIC SCHOOLS					
1911–12	31.2%	28.4%	21.7%	15.8%	2.9%
1912–13	30.7%	27.2%	23.8%	17.0%	1.3%
PAROCHIAL SCHOOLS					
1911–12	20.8%	24.6%	29.5%	23.3%	1.8%
1912–13	23.5%	22.5%	25.8%	26.9%	1.4%

fifth grade, and the numbers decrease steadily from grade to grade, in the parochial school the greatest number left after completing the eighth grade, and the numbers from the fifth grade and sixth grades are considerable less than from the seventh and eighth. As before, the parochial school children, while younger, have completed higher grades upon leaving school than the public school children.

In both schools the effect of the Continuation School Law in increasing the number of children who complete the eighth grade before leaving school is evident. The proportion of eighth grade children for the last three years is as follows:

1910-1911, 13.3 per cent.
1911-1912, 19.0 per cent.
1912-1913, 20.8 per cent.

We have separate statistics for the two types of school for the last two years only. These indicate that the Continuation School Law has had a more marked effect in increasing the number of eighth grade children from parochial schools, than it has in the case of the public schools.

Industries Entered—Table VI gives the summaries of the industries entered by these children on going to work. The general proportions are much the same as in previous years. For the boys, the occupations in order of size were as follows: Errands, 42.4 per cent; factories, 25.8 per cent; department stores, 10.6 per cent; office work, 6.4 per cent; trade apprentices, 3 per cent. For the girls, the list is: Factories, 24.8 per cent; department stores, 22.6 per cent; staying at home, 18.3 per cent; tailoring and sewing, 16.6 per cent, and working for private families, 3.6 per cent. There is a falling off in the number of children employed in factories, due largely to the decrease in the number taken by the shoe factories. A general depression in the shoe manufacturing business of Cincinnati doubtless accounts for the fact. The errand jobs, department stores, and tailoring and sewing took about the same proportion of children this year as last.

TABLE VI.

SUMMARY TABLE OF OCCUPATIONS, FIRST POSITIONS. SEPTEMBER 1, 1912 TO AUGUST 1, 1913.

	Boys		Girls		Totals		
	No.	%	No.	%	No.		%
Errands:							
Private houses	364	30.1	32	....	396		
Wagon boys	36	3.0	....	....	36		
Public service	112	9.3	....	....	112		
Total, errand employment	512	42.4	32	2.8	....	544	23.1
Factories:							
Shoe	188	15.6	128	11.2	316		
Paper goods	5	0.4	74	6.5	79		
Candy	7	0.5	14	1.2	21		
Metal goods	46	3.8	2	0.1	48		
Miscellaneous	66	5.5	66	5.8	132		
Total, factory employment	312	25.8	284	24.8	....	596	25.3
Department stores	128	10.6	259	22.6	....	387	16.5
Tailoring and sewing	18	1.5	190	16.6	....	208	8.8
Office work	77	6.4	25	2.2	....	102	4.3
Trade apprentices	36	3.0	22	1.9	....	58	2.5
Private families	1	0.1	41	3.6	....	42	1.8
At home	39	3.2	209	18.3	....	248	10.6
Miscellaneous	85	7.0	82	7.2	....	167	7.1
Grand Total	1,208	100.0	1,144	100.0	....	2,352	100.0

There are more children, particularly more girls, helping at home, this year than last. It is gratifying to notice that there are this year small groups of girls and boys who are classified as trade apprentices.

During the past year, the file of employers, which contains a chart for each child employed by any firm, reached the end of its first year of existence. The office took advantage of the fact to make a summary of the number of children employed during the year, the stability of their employment, and the wages paid in the most important industries represented during the year. The results are presented in the following tables and graphs. The basis of classification is in this case strictly industries. The errand boy positions have not been grouped by themselves. The table includes all positions, whether first or subsequent ones.

Table VII and Graph 1 gives the list of the ten industries employing the greatest number of children. They comprise three-fourths of the children at work. In order of importance they are for the boys—shoe manufacturing, department store, messenger service, metal workers, printing and book-binding and tailoring, with a few in millinery, candy manufacturing, helping at home and paper box manufacturing. For the girls, they are—tailoring, shoe manufacturing, helping at home, department stores, paper box, candy manufacturing, and millinery, with a very few in book-binding, metal working and messenger service (as office assistants, not as messengers). The stability of employment, as indicated by the relative number of children remaining in each industry at the end of the year, is shown in Graph 2. In general the girls are more stable than the boys. Printing and book-binding, staying at home, and metal working seem to be the most stable industries. Of the large industries, tailoring holds the children best, shoe factories next, and department stores third. The candy and paper box industries are most unstable.

The total report on wages for the two sexes, regardless of industries, is shown in Table VIII, and Graph 3. It indicates a median wage for girls of about $3 and for boys, of about $4, figures which correspond closely to former sets of statistics on the subject. Graph 3 shows strikingly the difference in the range of wages for the sexes.

The wages paid in the various large industries for boys and girls are shown in Table IX, and Graph 4 for boys, and in Table X and Graph 5 for girls. Among the boys, the order of industries from best paid to poorest paid is as follows: Messenger service, shoe manufacturing, tailoring, printing and book-binding, metal working and department stores. The superiority in wage of the messenger service, and the inferiority of the department store is striking.

Among the girls, the order from best paid to poorest is as follows: Shoe manufacturing, tailoring, paper box making, department stores, and millinery. Since most of the young girls in millinery are trade apprentices, the low wage in that case is to be expected.

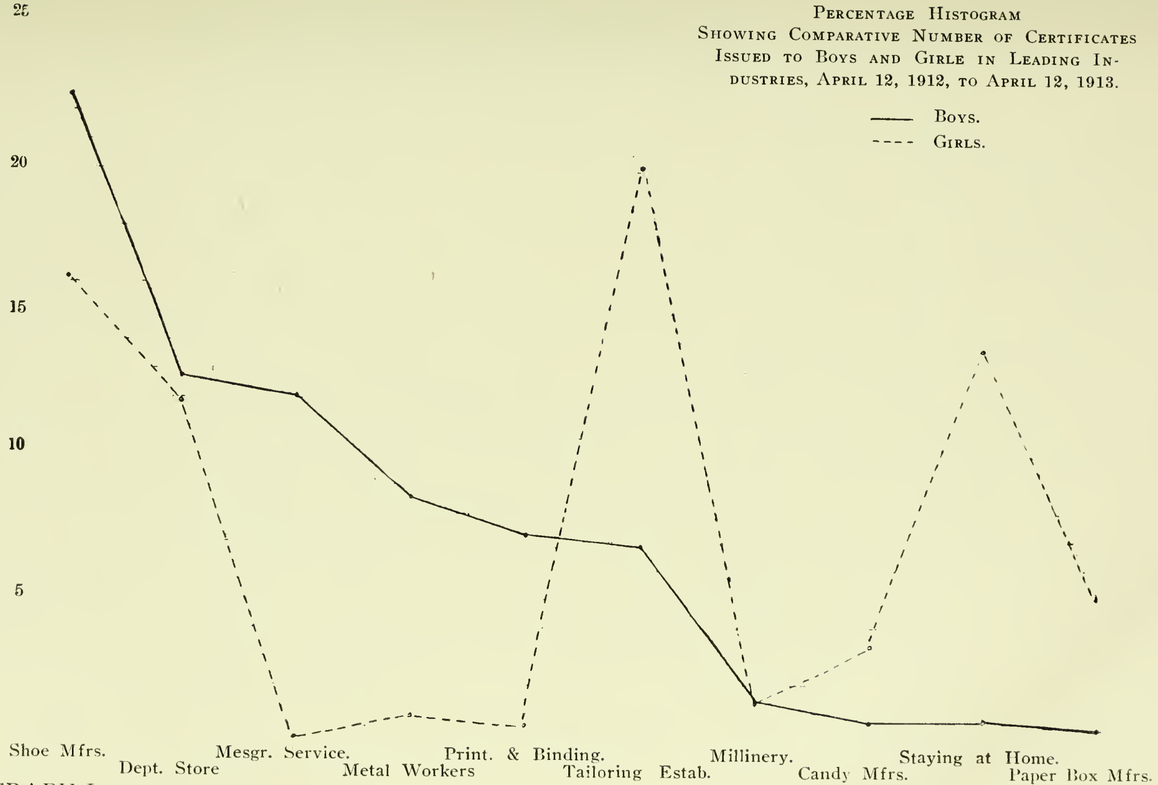
Of the industries employing considerable numbers of both boys and girls, then, the shoe factories pay best and the department stores worst. The average difference for both boys and girls is about one dollar a week.

The following is a summary of the ten most important industries in which work certificates were issued from the period April 13, 1912 to April 12, 1913. Only the industries in which the largest number of certificates were issued are registered. Out of the total number of 4,853 certificates issued, or reissued during that time there were 1,690 males included in the ten largest branches, 1,155 of whom had given a definite statement in regard to their weekly earnings, and 1,882 females, 1,362 of which number reported their weekly earnings. This larger number of girls shows that the girls are centralized to a much larger extent around a few industries as in every case where the differences in sex, among those getting certificates, has been studied, there has always been a slightly greater number of boys than of girls who have taken out certificates during an entire year.

The combined number for all industries for the same period was 4,853, showing that 73.6 per cent of the entire number were included in the ten largest industries.

TABLE VII.

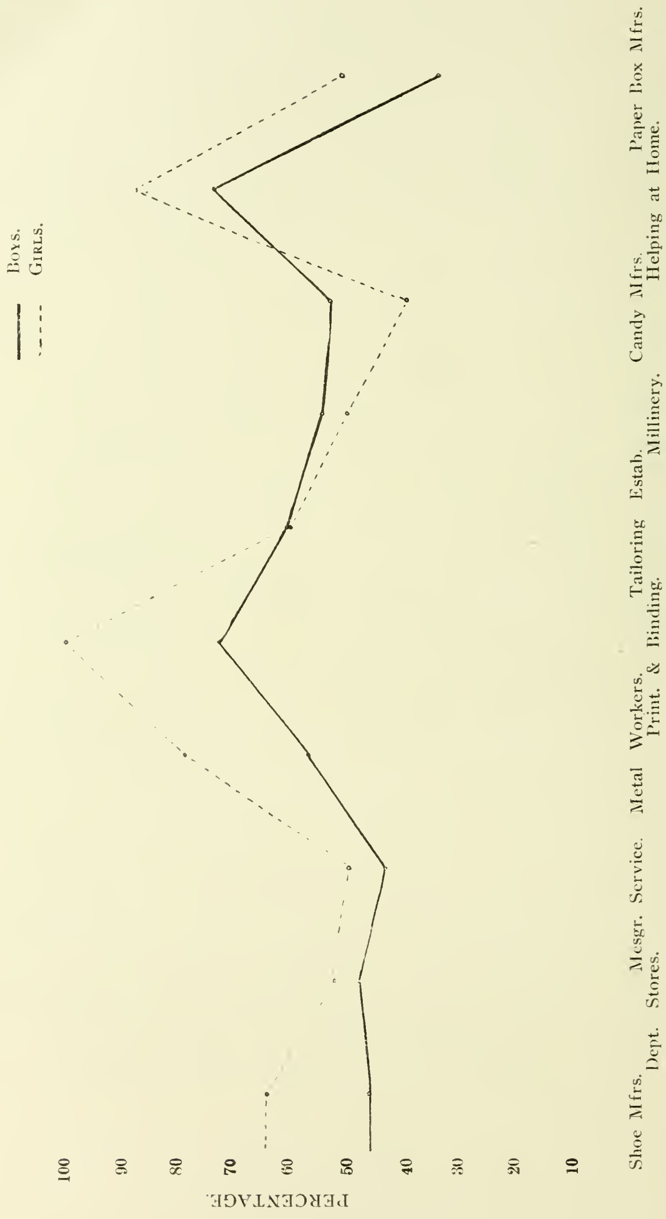
INDUSTRIES	Male		Female		Number Reporting Wages		Per cent of Total of 4,853 Certificates Issued
	Number of Certificates	Number Staying	Number of Certificates	Number Staying	Male	Female	
Candy manufacturing concerns	17	9	86	34	14	50	2.12
Department and large retail stores	295	142	304	159	219	231	12.35
Messenger service	278	121	4	2	64	4	5.80
Metal workers	198	113	24	19	165	18	4.57
Millinery	35	19	36	18	33	28	1.46
Paper box factory	9	3	129	65	7	97	2.84
Printing and bookbinding	167	122	15	15	148	13	3.75
Shoe manufacturing	518	241	415	269	357	197	19.25
Tailoring concerns	158	96	517	312	133	312	13.92
Those staying at home	15	11	352	307	......	......	7.56
Totals in ten departments given	1,690	877	1,882	1,200	1,140	950	73.62



PERCENTAGE HISTOGRAM
SHOWING COMPARATIVE NUMBER OF CERTIFICATES ISSUED TO BOYS AND GIRLE IN LEADING INDUSTRIES, APRIL 12, 1912, TO APRIL 12, 1913.

GRAPH I.

DIAGRAM SHOWING PERCENTAGE OF CHILDREN ENTERING EACH INDUSTRY, WHO REMAINED AT END OF YEAR. [1912-1913]



GRAPH II.

TABLE VIII.

PERCENTAGE IN WAGE GROUPS OF TOTAL CHILDREN REPORTING WAGES.

WAGES PER WEEK	Boys		Girls	
	Absolute Number	Percentages	Absolute Number	Percentages
Under $2.00	7	0.6	21	2.2
$2.00–$2.50	11	1.0	164	17.3
$2.50–$3.00	88	7.7	257	27.1
$3.00–$3.50	241	21.1	246	25.9
$3.50–$4.00	309	27.1	148	15.6
$4.00–$4.50	273	24.0	74	7.8
$4.50–$5.00	98	8.6	31	3.2
$5.00–$5.50	78	6.8	7	0.7
$5.50–$6.00	13	1.1	...	...
$6.00–$6.50	15	1.3	2	0.2
$6.50–$7.00	2	0.2	...	...
$7.00–$7.50	3	0.3	...	...
$7.50–$8.00	1	0.1	...	...
Over $8.00	1	0.1	...	...
Total	1,140	100.0	950	100.0

GRAPH III.

DIAGRAM SHOWING PERCENTAGE OF CHILDREN IN WAGE GROUPS BY SEX.

[BASED ON TOTAL NUMBER OF RECORDED POSITIONS.]

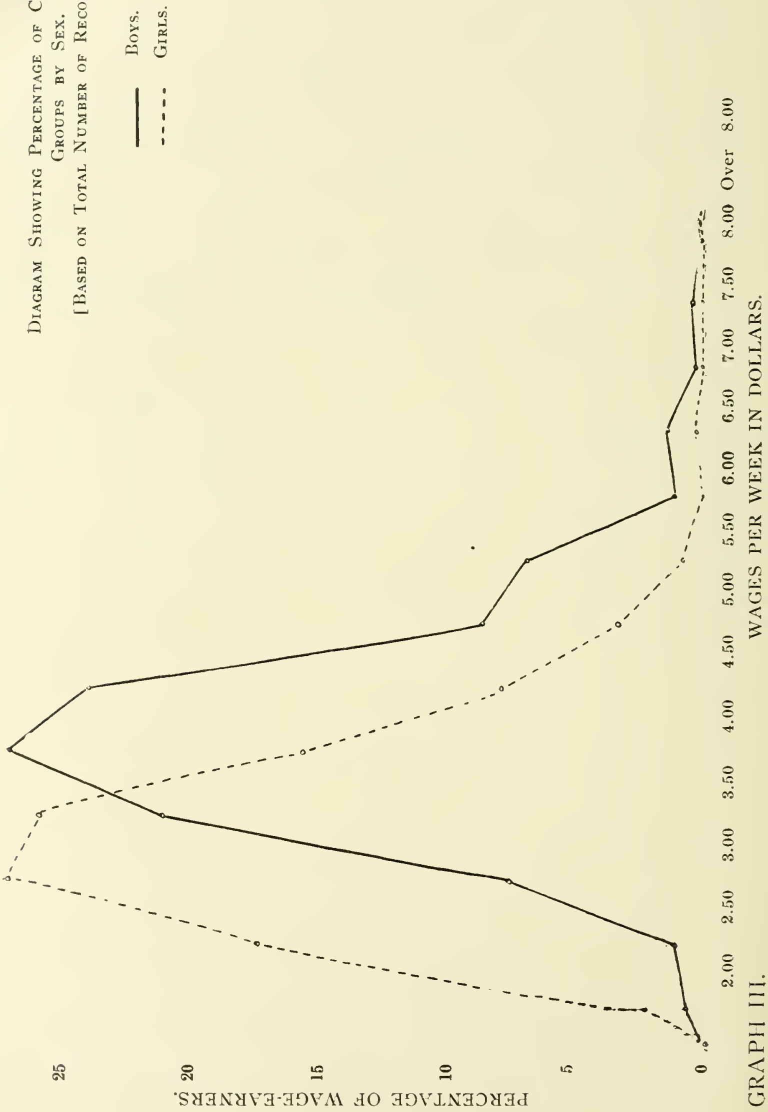


TABLE IX.

SHOWING COMPARATIVE WAGES OF BOYS IN SIX LEADING INDUSTRIES.

Wages per Week	INDUSTRY													
	Shoe Manufacturing		Metal Workers		Messenger Service		Department Stores		Printing and Binding		Tailoring Establishments		All Six Industries	
	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Absolute No. Reporting	Percentage Reporting
Under $2	.....	......	1	0.6	1	1.6	.....	......	4	2.7	1	0.8	7	$.7
$2.00–$2.50	2	0.6	1	0.6	.....	......	4	1.8	.....	......	4	3.0	11	1.0
$2.50–$3.00	10	2.8	22	13.3	1	1.6	51	23.3	.....	......	2	1.5	86	7.8
$3.00–$3.50	55	15.4	31	18.8	1	1.6	63	28.8	41	27.7	45	33.8	236	21.8
$3.50–$4.00	109	30.5	20	12.1	13	20.3	68	31.0	52	35.1	27	20.3	289	26.6
$4.00–$4.50	103	28.9	38	23.1	11	17.1	26	11.9	36	24.3	39	29.3	253	23.2
$4.50–$5.00	29	8.1	32	19.4	19	29.7	3	1.4	5	3.4	6	4.5	94	8.7
$5.00–$5.50	33	9.2	14	8.5	11	17.1	4	1.8	6	4.0	9	6.8	77	7.1
$5.50–$6.00	6	1.7	3	1.8	2	3.1	.....	......	.....	......	.....	......	11	1.0
$6.00–$6.50	8	2.2	3	1.8	3	4.7	.....	......	1	0.7	.....	......	15	1.4
$6.50–$7.00	.....	......	.....	......	1	1.6	.....	......	1	0.7	.....	......	2	0.2
$7.00–$7.50	1	0.3	.....	......	1	1.6	.....	......	1	0.7	.....	......	3	0.3
$7.50–$8.00	1	0.3	.....	......	.....	......	.....	......	.....	......	.....	......	1	0.1
Over $8.00	.....	......	.....	......	.....	......	.....	......	1	0.7	.....	......	1	0.1
Total..	357	100.0	165	100.0	64	100.0	219	100.0	148	100.0	133	100.0	1086	100.0

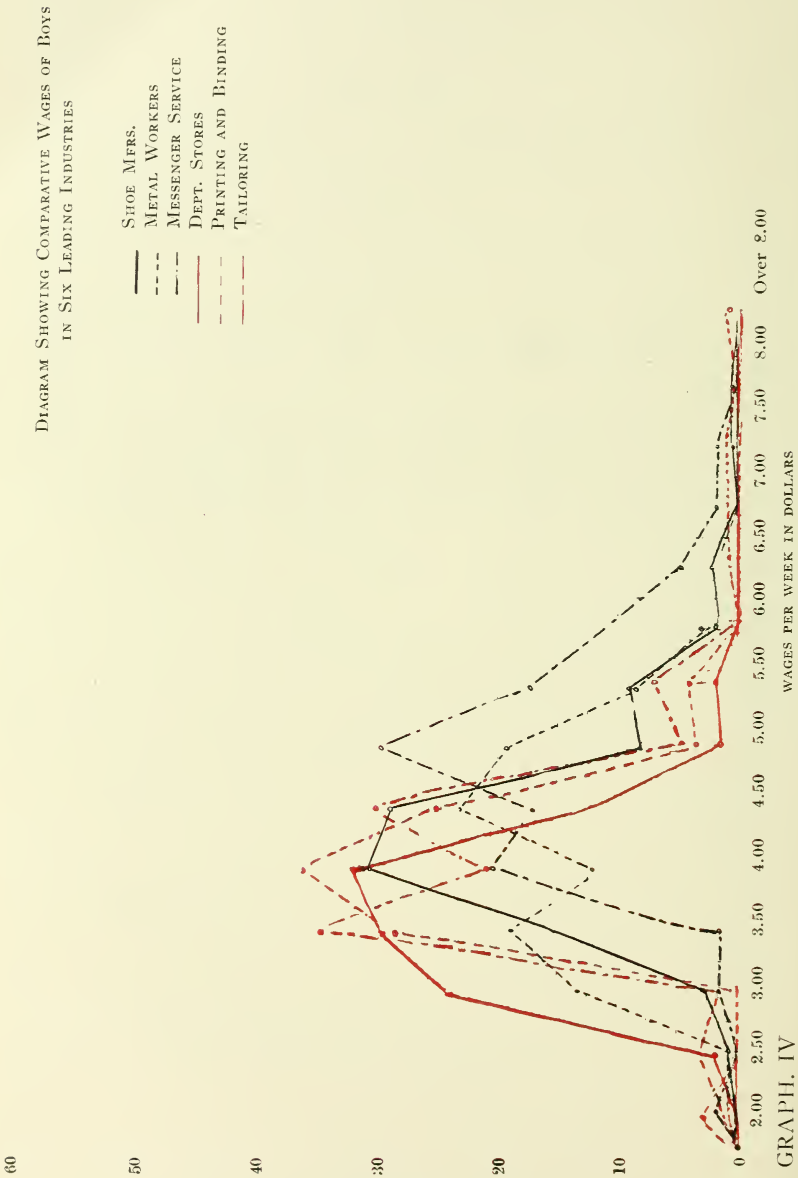


DIAGRAM SHOWING COMPARATIVE WAGES OF BOYS IN SIX LEADING INDUSTRIES

GRAPH. IV

TABLE X.

SHOWING COMPARATIVE WAGES OF GIRLS IN SIX LEADING INDUSTRIES.

Wages per Week	INDUSTRY													
	Shoe Manufacturing		Millinery		Tailoring Establishments		Paper Box Manufacturing		Department Stores		Candy Manufactories		All Six Industries	
	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Number Reporting	Percentage of Wage Earners Reporting	Absolute No. Reporting	Percentage Reporting
Under $2	.....	......	14	50.0	6	1.9	.....	......	.....	......	.....	......	20	2.2
$2.00–$2.50	2	1.0	5	17.8	25	8.0	11	11.4	121	52.4	.....	......	164	17.9
$2.50–$3.00	34	17.3	6	21.4	84	26.9	42	43.3	81	35.0	7	14.0	254	27.8
$3.00–$3.50	69	35.0	1	3.6	99	31.8	27	27.8	15	6.5	26	52.0	237	25.9
$3.50–$4.00	44	22.4	1	3.6	57	18.3	7	7.2	12	5.2	10	20.0	131	14.3
$4.00–$4.50	27	13.7	.....	......	30	9.6	7	7.2	2	0.9	6	12.0	72	7.9
$4.50–$5.00	17	8.6	1	3.6	6	1.9	3	3.1	.....	......	1	2.0	28	3.0
$5.00–$5.50	3	1.5	.....	......	4	1.3	.....	......	.....	......	.....	......	7	0.8
$5.50–$6.00	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......
$6.00–$6.50	1	0.5	.....	......	1	0.3	.....	......	.....	......	.....	......	2	0.2
$6.50–$7.00	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......
$7.00–$7.50	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......
$7.50–$8.00	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......
Over $8.00	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......	.....	......
Total..	197	100.0	28	100.0	312	100.0	97	100.0	231	100.0	50	100.0	915	100.0

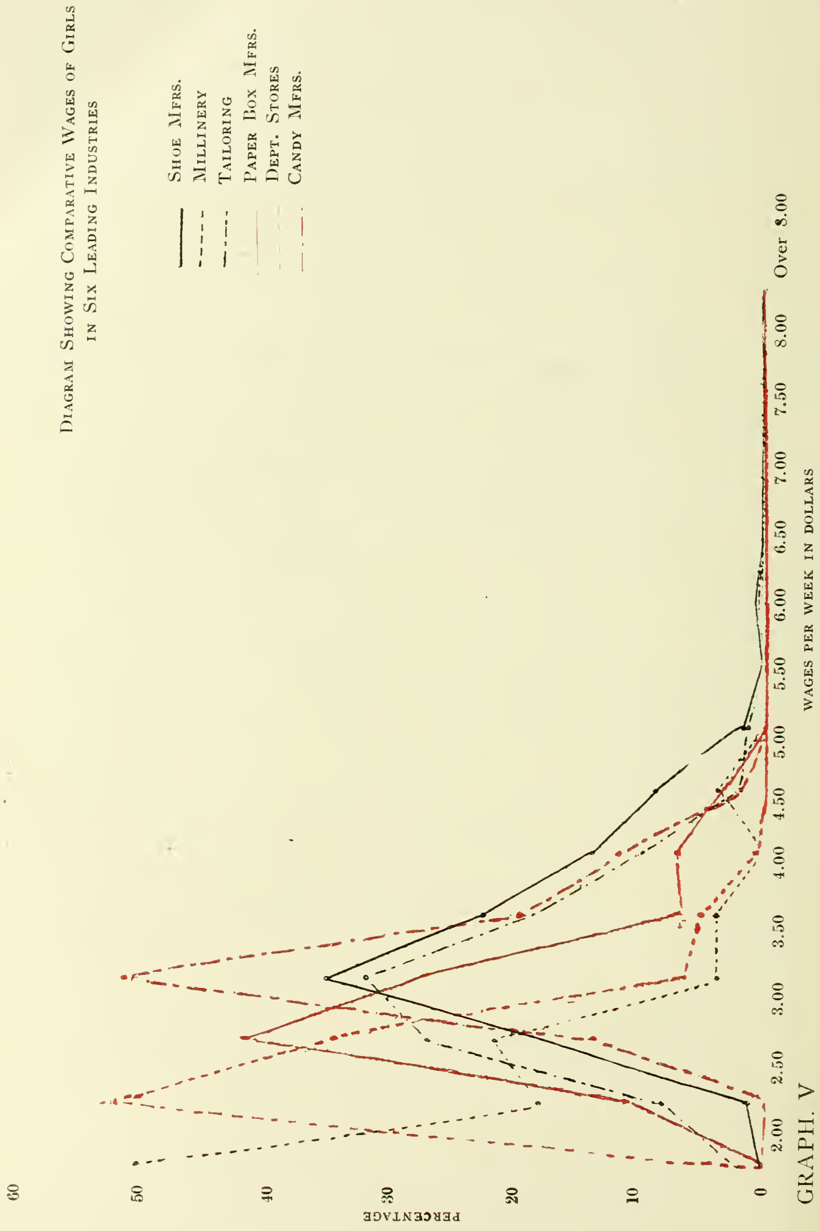


DIAGRAM SHOWING COMPARATIVE WAGES OF GIRLS IN SIX LEADING INDUSTRIES

GRAPH. V

RESEARCH DEPARTMENT.

The Department of Research has pushed the work of investigation to the limit of its ability. The third year series of measurements and tests for working children is almost complete. The results for the tests of working children at fourteen and at fifteen years of age are now being prepared for publication. The office hopes to have the monograph out before the end of the school year. In addition, Dr. Jean Weidensall, of the Laboratory of Social Hygiene at Bedford Hills, New York, has made a study of our methods, and has applied the same series of tests and measurements to delinquent girls. Dr. Weidensall and the Director expect to publish together, within a few months, a monograph on the comparative material.

The series of tests of children who remain in school is not yet complete, even at fourteen years. There were not enough children of corresponding grade to the working group, left in the schools last year to complete the list. We are pushing the tests of fourteen-year-old children as rapidly as possible and are also retesting at fifteen all the children still remaining in school, who were tested last year at fourteen. We know that the comparison of the group of working children with that of the school children is one of the points of greatest interest to the school teachers and principals, and it is a matter of great regret that we cannot as yet submit any report on that point, just as soon as the school series is complete, we will hasten the work of evaluating and summarizing the results as rapidly as possible.

A complete report of the first year's industrial histories of working children is well under way, and will soon be ready to give out.

The home visiting is also progressing, though we have as yet been able to do very little summarizing of its results, or correlating it with other material.

The industrial investigations of the year have been centered on the shoe industry. Mr. Jones, who has made the investigations, with the assistance of Miss Rosalie Phillip, with regard to women workers, has found the shoe manufacturers most cooperative, and ready to give him the freedom of their factories in making his observations. We hope to have the material on the shoe industry formulated soon.

The office has published two papers during the past year, which are appended to this report. The National Society for Vocational Guidance has asked for a sufficient number of reprints of the paper which appeared in the Survey, to distribute to its members.

The office also sent an exhibit, based on the material of this report, to the meeting of the National Society for Vocational Guidance in Grand Rapids. The Department of Manual Arts of the University of Wisconsin applied to the office to be allowed to purchase the exhibit. We arranged to have copies of it made, at the expense of the University of Wisconsin, and have now forwarded the copies to Madison. The Consumers' League, of Connecticut, has also asked to borrow the exhibits for a meeting it is arranging in January, and we have agreed to send it on.

Respectfully submitted,

HELEN T. WOOLLEY,
Director.

DEPARTMENTS
REPORTS OF SUPERVISORS

German	Established	1840
Penmanship	‘‘	1840
Music	‘‘	1844
Physical Training . . .	‘‘	1860
Drawing	‘‘	1864
Manual Training . . .	‘‘	1905
Domestic Science . . .	‘‘	1905
Kindergarten	‘‘	1905

DEPARTMENT OF GERMAN

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—Permit me to present my report relative to the teaching of German in the Cincinnati Public Schools, as carried on during the year just closed.

German instruction in the elementary as well as the high schools of this city has been too long and too firmly established to need special and elaborate comment. A report recently issued by the United States Bureau of Education says of it: "This system is hardly equaled anywhere in the United States." Suffice it to say that the language is taught with the most flattering results in all the grades of all the schools of the city, barring only some of those in the recently annexed territories. Thanks to the efficiency of the teachers, generally acknowledged and the support of the colleagues in other departments, there has been continued progress.

As usual there have been numerous meetings and lectures during the year, tending to arouse and keep awake the professional spirit of the teaching force.

No changes have been made that were not demanded by either resignations, death or promotions. A most encouraging fact has been the great increase of students of German in the High Schools.

Through the kindness and liberality of the Board of Education, the department has been well supplied with teaching aids and reading matter.

The Supervisor desires to express his thanks to the school authorities and especially the teachers for the support and encouragement, so readily and generously given.

Respectfully submitted,

H. H. Fick,
Supervisor.

DEPARTMENT OF PENMANSHIP

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—The Department of Penmanship consists of a supervisor, or director, and six assistants.

Each year the supervisor districts the city, as the exigencies of the ever-changing school conditions require, and assigns the schools in each district to the care of one of these assistants. The itinerary furnished the assistants, by the supervisor, covers two weeks, so every two weeks each room in the city has the benefit to be derived by having a lesson given by a skilled special teacher of penmanship.

As these lessons are given to the children in the presence of the regular grade teacher it is desired that the grade teacher follow the progress of these model lessons so that she may be able to conduct the immediate succeeding lessons in a similar manner.

As now composed the Penmanship Department is so small that it is absolutely impossible for the special teachers to give the children all the drills necessary to make them good, free, legible writers, consequently the grade teachers must consider penmanship as being one of the subjects in their charge, as they must conduct three-fourths of the penmanship drills. They must look upon the specialist, who comes every two weeks, as being an able and willing assistant.

A portion of the supervisor's duties is to visit each class room as frequently as possible, and, by every means in his power, lend his influence to the harmonizing of those discordant influences which are so prone to appear from time to time. He, also, must be ever ready to make such criticisms as appear to be deserved, with suggestions as to how similar mistakes may be avoided in the future, and he must commend work where deserved.

The Penmanship Department believes it is doing a great good by continually insisting upon a good, healthful sitting position. By establishing a healthful sitting *habit* at an early date in the child's life, we are forever rid of superinduced tuberculosis conditions, for the child is required to sit in a position which will enable it to breathe deeply and freely at all times.

He is taught to sit erect so that he is relieved of all eye strain while writing and it can no longer truthfully be claimed that the child injured its eyes by stooping over the desk when writing.

The system taught is based upon the knowledge that if we do a thing in the same manner a sufficient number of times we will form a habit of doing it so and, consequently, will automatically, that is, without thought, always do it in the same way. Therefore, the drills in penmanship are so arranged as to furnish a sufficient number of repetitions of the various movements found in writing, to establish a habit.

There is no more reason why children should write alike than there is reason why adults should write alike. A child may be taught a good, and, at the same time, characteristic hand. Each child's penmanship must possess those qualities which are peculiar to its individuality. In fact, it is impossible for all children to write alike, the same slant, same size and the same spacing; their different shaped arms, fingers and hands, the real writing implements, the pen and the pencil being merely the recording instruments, prevents it. True, they may *draw* script forms and get them very similar, but a drawing movement is not a writing movement and it is writing we are teaching. It is writing with a free, easy, swinging movement, the movement being governed by the subconsciousness while the mind is wholly occupied with the matter being written.

In the majority of our schools the results are highly satisfactory; in a number of them it is *more* than satisfactory; it is excellent, but, while this is true, we have a few schools in which the penmanship is below par. The only reason for this vast difference in quality is the difference in the value placed upon the subject by the school principal and the teachers in charge.

On the whole, the special teachers of penmanship are to be congratulated upon having so many able and willing assistants in the regular corps.

Respectfully submitted,

A. H. Steadman,
Supervisor.

DEPARTMENT OF MUSIC

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—I have the honor of submitting this, my annual report of the Music Department of the Cincinnati Schools during the past year, together with recommendations for the future:

The annexation of several communities to the city necessitated the appointment of an additional teacher to the department. This forced upon us a shifting of programs and presented to us the opportunity of giving attention to the Instrumental Art of the schools as well as the time-honored Vocal Art. It is with the Instrumental Art that this report largely deals.

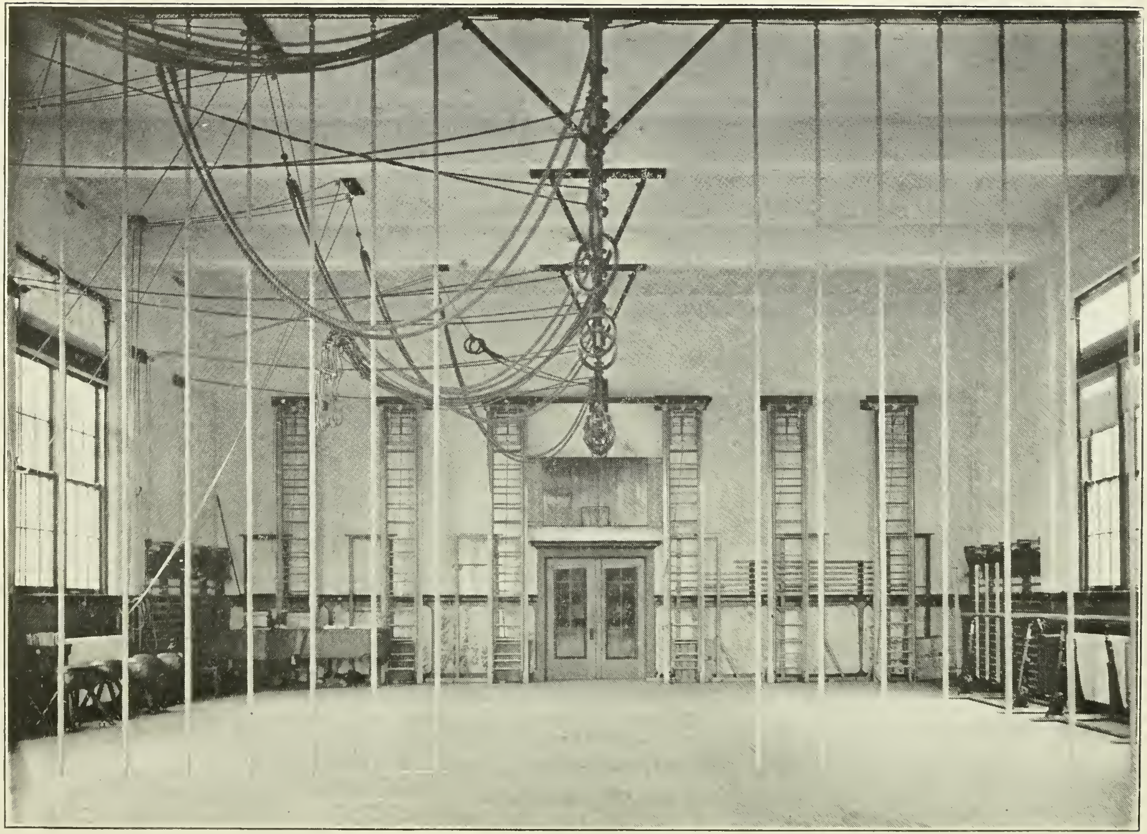
Music is becoming more and more a valuable asset in our civic life. In so far as our schools are concerned, it is proposed to broaden out in both Vocal and Instrumental Art, until we establish a standard of work so high and yet so secure that we may gradually attain to its possibilities. My assistants are of one mind and desire in the study, and together with the grade teachers, are all working towards the upbuilding of a musical people. The city directory furnishes to us the names of some six hundred or more men and women engaged in the vocation of teaching music. They are instructing thousands of our school children. Every one of these boys and girls need the benefits of ensemble playing. Such experience is invaluable to them. In two of our Intermediate schools during the past year every child who could play an instrument was encouraged to belong to the school orchestra. These orchestras were under the guidance of one of my assistants. When these pupils shall have completed their High School studies and have profited by their six or eight years of orchestral study, the schools will have sent forth under the ministration of watchful teachers, art critics in our city worthy of the name.

There is no subject in our curriculum that requires quicker perceptive faculties, more comprehensive grasp of many details, or is a stronger brain developer than music, and none that is more influential in reaching the mind and will of a pupil and stirring him to do better things, its place being to train the emotions in the abstract as Euclid trains the mind in the abstract. With the exactions of our High School studies as set forth in our various courses, a great many of our pupils from the Intermediate Schools upon entering the High Schools are either advised or obliged to discontinue their musical studies. The interruption means a permanent laming of whatever talent there might have been budding within the child. Our educational scheme as it broadens, must make provision for the aesthetic development and allow these musical activities, viz. the Instrumental Art, as much recognition as studies requiring less time and effort and brain work in their preparation. Instrumental Art, therefore, as well as Vocal, should be, in a degree at least, under the direction of school authorities.

To make a beginning, I would recommend that the music room of Woodward and Hughes High Schools be made available for such instruction, at such times as not employed in the conduct of the regular class work of the schools. This means that if the schools can control and force the practice hours of its pupils during the period of the four years' High School course, that our Colleges of Music in a few years will be taxed to the utmost in giving to our children a greater and higher art.

As our plans may develop, it may be possible that credit may be allowed to pupils who pursue this Instrumental Art, whether these pupils choose to enter the special vocational classes or not. In placing the study of Harmony in the High Schools, a definite obligation has been placed on the elementary schools and has forced us to consider music as music, as an art by itself, containing within itself certain elements of human thought which are worthy and capable of study. The serious study of music as an art has a definite primary educational value in itself. Where music is simply employed as a means of arousing feeling and swaying the will, it is quite another matter. When we are moved by music it is doing something to us. When we are studying music we are doing something for ourselves.

The time must come, and that very shortly, when the word



SANDS SCHOOL GYMNASIUM

"Vocation" shall be stricken from our present course of study and the doors be open to all who care to enter the field of music as a serious study, whether their aspirations may be to follow music as a vocation or not.

Respectfully submitted,

Walter H. Aiken,
Supervisor.

PHYSICAL TRAINING DEPARTMENT

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—Herewith is submitted my twenty-first annual report:

Teaching Force.

Besides the supervisor, there are employed five teachers and four assistants in the High Schools, one who divides his time between High and elementary schools, eleven teaching in the elementary schools, one part-time teacher each in the Douglass, Special No. 3, and Boys' Special, a total of twenty-four (24). Of these eighteen (18) are graduates of a Normal School of Physical Training, while the rest have taken more or less work in Summer Normal Schools. All of the High School teachers, the part-time teachers and five (5) elementary teachers, are resident, i. e., teach in one school only; seven elementary teachers are intinerate, i. e., divide their time between from six (6) to ten (10) schools per week. In the schools having resident teachers, these are responsible for all the physical training. In the other schools, about ninety (90) per cent of the whole, the class teachers, must supplement the work of the special teachers.

The school of the past has concerned itself much more with the subject matter to be taught than with the child. The question was not: "What does the child need?" but "What shall the child learn?" Teachers did not inquire whether or not the child was physically able to stand the strain of confinement in the schoolroom. The long-continued sitting in the ill-fitting seats and desks, the breathing of viciated air, the discomfort of overheated rooms; their concern was chiefly as to how much they could expect each and every one, boy and girl alike, to memorize of that which was called the course of study. The mental state was everything, the physical condition was not considered. They overlooked entirely the interdependence of mind and body.

In the elementary schools, the time table calls for seventy-five (75) minutes per week for physical training. Schools having no gymnasium are expected to devote fifteen (15) minutes per day to gymnastics.

PHYSICAL PLANT.

Of the sixty-four (64) schools, three (Hughes and Woodward High Schools and the Dyer School) have two gymnasia each, while twenty-seven (27) have one gymnasium each.

The equipment in all gymnasia is as ample as space and conditions permit, and is all designed for class instruction; i. e., there are multiples of all pieces of apparatus so that a number of pupils can do the same thing at the same time.

The following is the equipment of the Guilford School, which is typical of all, and which was installed at a cost of $2,304.93:

Five horizontal bars, 4 adjustable ladders, 10 pairs swinging rings, 20 climbing poles, 6 climbing ropes, 10 stall bars, 10 stall bar benches, 6 parallel bars, 6 vaulting horses, 6 vaulting bucks, 6 beat boards, 2 giant strides, 12 balance boards, 12 mats, 60 pairs Indian clubs (40 pair one-pound; 20 pairs two-pound), 40 pairs one and one-half-pound dumbbells, 60 pairs wooden dumbbells, 60 wooden wands, 60 iron wands, 2 pairs vaulting standards, 2 jumping ropes, 6 vaulting poles, 1 indoor vaulting board, 2 basket balls, 1 pair basket ball goals, 2 medicine balls, 1 volley ball net, two volley balls, hangers in the cabinets provided for all clubs and dumbbells, rack for vaulting poles.

OBJECT.

The end and aim of Physical Training in schools is not, as many suppose, the development of great strength, the building up of large muscles, but to promote health.

Therefore the exercises should be hygienic, i. e., stimulate the vital organs and increase metabolism; corrective, i. e., overcome the bad effects of the cramped position necessarily resulting from the usual school room conditions,—ill-fitting seats, long periods of study, etc.—recreative, i. e., break up the monotony of continued application, relieve the mental strain and give pleasure by doing that which is agreeable. Good posture and well coordinated and graceful movements should be the evident result of this work.

CHARACTER OF WORK.

In schools having gymnasia, the work consists of: Tactics, gymnastic and folk dancing, calisthenics (with and without hand apparatus), exercises on the fixed apparatus, gymnastic games, athletics.

Work in the class room is necessarily more limited. It consists of a moderate amount of marching, "fancy steps," formal calisthenics with and without hand apparatus and games. Athletics will be spoken of under a separate heading. As indicated above, many do not appreciate the value of the various exercises and therefore neglect all or at least part of them. Others take a fancy to one particular kind of exercise and carry it to extremes. Folk dancing is one of these. Folk dancing was at one time proclaimed as the great panacea for all physical ills, it was supposed to be truly "work in the form of play," that form of exercise that all children would delight in doing. Today we believe differently. We know it does not appeal to all children, especially not to the boys. Nevertheless it has its place in a well-balanced curriculum. Folk and gymnastic dancing as a means to an end, i. e., as an integral part in a scheme of phyisical education it has its place and its value, but *dancing should never become the ultimate aim of physical training, nor be the only form of physical exercise.*

ATHLETICS.

The athletics in the High Schools are under the control of the High School Athletic League, in the elementary schools, under the direction of the Public Schools Athletic League. Both organizations are supported by the Board of Education, the former to the extent of two hundred ($200) dollars, and the latter five hundred ($500) dollars per year.

The usual athletic activities are fostered; namely, outdoor and indoor track and field meets, football, baseball and some basket ball. In the elementary schools, in addition to the above, an "Athletic Badge Test" is held for boys and girls. This is really an efficiency test—the individual competing against himself rather than against others. The test consists of four events for boys and three for girls, and each pupil must attain a minimum requirement in each of the events in order to be eligible for the Athletic Badge.

This test is really the best form of athletics in vogue in our schools, since it gives more pupils a chance. The customary method of conducting athletics is conceded by all authorities to be not only wrong, but harmful. The exceptional pupil who is already well developed along a certain line is encouraged and stimulated to further effort, often to overdoing, thus causing harm instead of good, while the average or weak members of the school, the ones that need this training most, are neglected, yes, often discouraged from practice. Therefore I would urge that "Class Athletics" (see Handbook for 1910), or "Combined Athletics," as practiced in some of the New York schools, be substituted for the methods now in vogue. To illustrate: At present a relay team is composed of from four to six runners. These are selected after carefully determining that they are the best runners in the school. All other pupils "get their exercise by yelling."

In "Combined Athletics" all the pupils of a room or grade compete against some other room or grade. This may be boys and girls combined, or each sex separate. Each pupil does his best, each contributes his mite towards the success of the whole. Everybody is trying and therefore being benefited. This method need not preclude "Championship Meets;" in fact, I believe it would bring out more "champions" than now, since many a boy would "find himself" whose abilities now lie dormant, are not even dreamed of.

Another improvement would be for each school to have "Interschool Contests." Here again many pupils could take part that never get a chance in our regular field days, who are not able to "make the school team."

Girls' Athletics.

Since the girl is socially and physically different from the boy, her athletics should be different. Many a girl and young woman has been physically injured by the mistaken idea that she could do what the boys do by imitating the boys' athletics without modification. Furthermore, competitive games for girls, whether individual or team, should be restricted to the school, since it is an established fact that interscholastic competition is harmful, especially to the adolescent girl.

For these reasons I suggest that the proper steps be taken to train one or more teachers in each school to enable them to take charge of the athletics for girls in that school, and that these teachers be paid for the extra time devoted to such work.

Swimming.

Two High Schools and one elementary school have two pools each; one elementary school has one pool that will be used next year.

Swimming in the High Schools is not compulsory; the plunge is used in spare bells and after school hours by those who desire. There are no formal swimming lessons given; nevertheless, a large number of boys and girls have learned to swim in these tanks. If it were possible to employ a swimming teacher in addition to the regular physical director, every boy and girl might be taught to swim before graduation. In fact, the ability to swim should be a condition of graduation in the schools where these facilities are present.

In the five weeks that the pools in the Sands School were open, sixty-five boys and thirty-seven girls are reported as having learned to swim.

A definite plan for the use of the pools in the elementary schools is being worked out and it is hoped that the majority of boys and girls will be taught to swim before they leave the school. It is much to be regretted that these pools were not open to the public during the present summer, especially during the long hot spell of June and July.

HYGIENE.

While there is no subject in the curriculum of more importance to the child and the community, there is no other subject in which the results of the teaching are so little apparent.

It seems to me that much would be accomplished by putting the teachings of hygiene to practical use. For instance: After a lesson on cleanliness, children should be inspected and those who have made an effort to comply with the teachings be given credit therefor. Children could be encouraged to practice the teachings at home and report what they have done and credit be given for that. There are many ways in which the thoughtful teacher can encourage hygienic measures without spending an undue amount of time. Experience has proven that to simply "tell things" does little good, they *must be put* to practical use.

NIGHT SCHOOL GYMNASIA.

The gymnasium classes in the night school are proving more and more attractive each year. They were opened under the auspices of the Board of Education, nine gymnasia, aggregating thirty-two evenings per week, in which there were enrolled 838 men and 2,207 women, a total of 3,045. In some of the night schools the enrollment was so large that but one evening per week could be granted, while in those classes where the enrollment was not so excessive, two evenings per week were given. In the women's department, two classes were arranged for each evening, one from 7:30 to 8:30, the other from 8:30 to 9:30. In the men's classes this was not necessary, so the entire evening was devoted to one class.

In addition to the gymnasium classes conducted under the auspices of the Board of Education, there were seven (7) gymnasia in use by organizations which met the expense of the classes. These classes, of course, were limited to the membership of the club. Three of these gymnasia were open one evening per week and three two evenings per week, with an enrollment of 67 men and 266 women, a total of 333. This makes a grand total of 3,378 persons attending evening school gymnasia.

PLAYGROUNDS.

There are open this summer ten after school and five vacation playgrounds. The total attendance at after school playgrounds was 66,117, an average of 1,700 per day, or 170 per day at each playground. The cost of this was $1,300.50.

The attendance at the vacation playgrounds during the first term was 55,917, an average of 397 per playground, which for 30 days gives an average of 1,983 per day. The total cost for instruction was $2,781.50.

I am ready to recommend that the vacation playgrounds as such be discontinued next year, but I would like to see the after school work extended, especially in those schools that have suitable grounds or gymnasia. These after school playgrounds should be made an adjunct to the athletic work of the schools.

When the vacation playgrounds were first opened, there were only two under city control and these were not very accessible. The first school playgrounds opened were in good localities and where there were good grounds—the old Fourteenth and Fifteenth Districts. Both of these have made way for new schools. The success of these two led to an extension of the movement, until we had ten school yards open during the summer of 1911.

Since the park playgrounds have now multiplied until we have them practically all over the city, and in view of the fact that even the best school yards are poorly adapted for playground purposes, I recommend that the Board of Education discontinue its vacation playgrounds in the school yards and substitute therefore *limited vacation schools.*

Respectfully submitted,

CARL ZIEGLER,
Supervisor.

ART INSTRUCTION

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—It gives me pleasure to submit herewith a brief report of the work of the Art Department for the year 1912-13.

In the First and Second Grades emphasis is placed on Illustration in Crayon and Paper Cutting. Stories, events, activities on the playground, in the home, etc., are topics that never fail to stimulate the mental activities of the child toward graphic expression.

During the fall and winter months the work of the other grades consists almost entirely of Nature Representation. Pupils are thus made familiar with a large number of local plants, including the most humble of weeds, fruit on branches, and vegetables. Where it is possible, each pupil is provided with an individual specimen giving him the personal relation to the subject that insures a deeper interest and closer observation leading to a more correct representation. As far as possible each lesson is made a problem affording the pupil the opportunity of manifesting an intelligent understanding of the principles of arrangement.

Design, Construction and Object Drawing occupy the winter season. The practice of design in the lower grades is incidental, being applied principally to decoration of simple objects of construction, booklets, etc. In the upper grades pupils are taught various ways of making a decorative spot and how to apply it to an all-over pattern. Additional interest and value have been added to this subject by assigning a topic that is suggestive of many symbolic forms which may be modified and used as decorative forms, in an all-over design. For instance, the topic "Winter" may suggest a snow man, sleds, or a window with sill covered with snow, etc. The problem is a good one as it offers a wide scope for individual thought and expression.

In the Eighth Grade the subject of "Interior Decoration" was tried in a simplified form. Problems were suggested involving but one wall of a room, free of the complexities of room perspective but offering opportunities of applying the principles of perspective to simple furniture forms. This work offers opportunities for free expression in the arrangement of furniture forms and choice of color as applied to room decoration.

The Constructive Work of the lower grades is carried on almost entirely in paper and cardboard. The work of the first two grades relates to the doll-house, holidays, seasons, etc. In the Third Grade the problems lead up to the making of trays and boxes. In the Fourth Grade the problems begin with a review of the box forms of the preceding year and lead up to the covering of a heavy material, like strawboard, with cover paper. Objects made are calendar backs, match scratches, etc. The Fifth Grade reviews the latter problems and applies the same construction to more advanced forms, as the making of the portfolio and note book cover. These problems offer opportunities for the application of design.

The High Schools produced exceptional results along three lines of work. In still-life with crayons, the work was unusually fresh in color, freely handled and full of feeling. Originality and taste were displayed in the making of designs which were skillfully applied to fabrics in stenciling and block printing. In the Home Economics Department there were worked out interesting house plans with water color illustrations of interior furnishings and decorations.

Art metal work was introduced this year in a modest fashion at the Woodward School. The work was offered only to the pupils of the Girls' Co-operative Course. It might be well to permit any student who has had a sufficient amount of training in drawing to elect the work.

It is desirable that provision be made for the pursuit of pottery work in the High Schools. It is work that is extremely fascinating and full of educative possibilities. Form, design and color as well as a high class of manual work, will be the result.

The Saturday classes in Art offered to the students of the Teachers' College during the months of September, October, November and December were well attended, in fact, too well attended for the comfort of the teacher and the welfare of the students. It was necessary to distribute the pupils into three class rooms. The students of this course always enjoy the work but sufficient time is not allowed for it. From two to two and a half hours per week for ten weeks are assigned to the work. By way of contrast, Cleveland gives two three-quarter hour periods per week for two years with the result that their students are prepared to do a high-class of work while ours merely have a suggestion and a meagre one at that.

Five students were graduated from the Art Training Course operated in connection with the Teachers' College and the Art Academy. They are a group of fine young women, and will undoubtedly succeed in their chosen work.

In the work of the Woodward Continuation School, the boys were given a choice along a varied line of work. It was aimed to relate this work to their individual needs based upon the kind of work they were engaged in during the week. The work of the girls was related to their work in the millinery and dressmaking departments. One class of girls gave their entire time to the study of art. In addition to drawing and painting the pupils were given talks on the masters and on topics related to art in the home and dress. Occasional visits were made to the Art Museum, private collections of paintings, stores and other places where they might see specimens of good art and its applications to daily life.

After considerable experimenting, it was found that simple lettering on blocked paper proved the most interesting and most practicable work for the type of boys attending the Boys' Special School. In numerous cases the boys have been stimulated in their work by finding a market for their signs. It might be well to enlarge upon this work and with materials of a suitable character branch out into the window card and poster sign painting, the cost of which would be slight.

A new set of slides illustrating the works of Millet, the French artist, has been added to the school collection. These, with the slides on Landseer and Bonheur, have been used by each member of the Art Department wherever schools are equipped with lanterns. Thus talks were given this past winter on these artists in almost every school. Landseer was assigned to the Fourth Grade, Bonheur to the Fifth and Millet to the Sixth Grade. In many cases the talks were followed by lessons in English, the life and works of the masters being made the topics for composition work. The value of this work may be increased proportionately as additional sets are added to the collection from time to time.

Two exhibits of our pupils' work have been sent from school to school this past year to stimulate interest and to offer suggestions and encouragement to pupils and teachers.

The Ohio State Teachers' Association requested an exhibit of design work in the grades for the convention, held at Cedar Point in June. A display of seventy-five cards was sent. Each card contained four specimens of pupils' work. The exhibit elicited many words of commendation and praise and it was solicited for six weeks' use at an Art Summer School.

We are indebted to the members of the Cincinnati Woman's Art Club for the loan of a collection of paintings, the work of its members, for exhibition purposes. The exhibit was displayed at the Dyer School, the Woodward High, and the Hughes High, remaining at each school several weeks where it was viewed by the pupils of those respective schools and by the pupils of the neighboring schools. In this way several thousand young people had the privilege of viewing it. The exhibit was of great value in showing what the women of our city are doing in the art line also in creating an appreciation of art in general. The club deserves credit for its kindly spirit and efforts at co-operation in art education.

For a number of years past, various schools have been very active in an effort to improve the appearances of the interiors of their buildings with pictures and casts. This has been accomplished in various ways. In some cases Art Leagues have been established among the children and, through their efforts, considerable money has been contributed to the cause. Mothers' Clubs have also contributed not a few pictures especially to the kindergartens. During the last three years the purchases for pictures for our schools have amounted more than $1,000 per year.

The Municipal Art League of this city has for a number of years presented various schools with collections of pictures which have added materially to the general movement of beautifying school rooms. These gifts have been especially welcome in that they have been presented to such schools as could not, through their own efforts, have acquired such appropriate decorations.

It has been my pleasure this year to address seventeen different Mothers' Clubs connected with our schools, principally those of the kindergartens, and two outside of the city. The discussions were chiefly on the subject of "Art in the Home." The subject is a practical one in which the mothers are deeply interested. Special stress was laid upon the fact that wealth is not necessary to the making of an artistic home, but where simplicity, dignity and repose are the ideals, the humblest home may be made truly attractive.

In their endeavor to make the Museum, with its wealth of educational material of service to the schools, the authorities have prepared and presented to the Board of Education sixty lantern slides, each illustrating an important feature in the various departments of the Museum and together outlining in a very comprehensive manner a plan for "Seeing the Museum." By means of these slides, which are to be used by the grade teacher previous to her taking her class to the Museum, the pupils are prepared to look for and concentrate their attention upon the things that most vitally concern them in their school work. That the educational value of these slides may be properly brought to the attention of the teachers I have volunteered to give a suggestive talk to them at several different schools that all desirous of acquainting themselves with the slides may have the opportunity. I would suggest that early in September an itinerary be prepared something like the accompanying one, arranged so that teachers in all parts of the city may have an opportunity of attending the talk without any great inconvenience.

Wednesday, September 10—Highlands School.
Thursday, September 11—Sherman School.
Monday, September 15—Twenty-second District School.
Tuesday, September 16—Washington School.
Wednesday, September 17—Guilford School.
Thursday, September 18—Sands School.

In order to establish something like a systematic plan for school visiting to the Museum, the authorities of that institution have planned to arrange for regular visits from Seventh Grade pupils. As this movement will be more or less of an experiment and as the pupils of this grade will have had the course in "Art and History in Story" in the previous grade, it was thought best to limit this privilege to them for the present. Guides will be furnished and each visit will be preceded by a talk by some person connected with the Museum. The topic of the talk is to be suggested by the grade teacher previous to the visit of her class to the Museum. That too many persons may not visit the Museum at one time, it is suggested that a program of school visiting be made out early in the year and that each teacher be informed in advance of the date of her assignment. This attempt to accommodate the one grade need not interfere with visits by classes of other grades, but will require all teachers to make definite arrangements previous to such a visit.

The Museum authorities have also arranged to give a course of lectures on the History of Art. The course is intended primarily for teachers, and is offered as an accredited course. It is hoped that it will meet with a hearty response from the teachers, as it is the first time that such a course has been offered in this city.

Much commendation is due the Museum anthorities for the many ways they are endeavoring to serve the schools.

In conclusion, permit me, Mr. Superintendent, to acknowledge my appreciation of your kind expressions of encouragement, and to thank the Board of Education and the principals and teachers for their hearty co-operation and support.

Respectfully submitted,

WM. H. VOGEL,
Supervisor.

MANUAL TRAINING

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—The scope of the manual training work now extends from the Fifth Grade through the High Schools. During the past year thirty-two teachers have been employed besides four who have had special work part time with defective or retarded pupils. Only such Fifth Grades were accommodated as could be assigned to the teachers according to the program then in force. The work in this grade being new was rather experimental. They started with thin lumber and coping saws to make various animals and bird forms and gradually advanced to the making of toy furniture, boats and wagons. The experiment proved eminently successful, so much so that perhaps our most enthusiastic classes were found among these younger boys where expression and not technique was the key note. Some confusion arose because of the lack of sufficient coping saws to supply each pupil but this has been corrected for next year. Pupils were encouraged to bring cigar boxes or other thin lumber from home for this work.

Following the course which has been in force for several years, the boys in the Sixth Grade began with the making of a twelve-inch rule, having first made a mechanical drawing of it. This was followed by other models of thin lumber, then by a bird house and a kite string winder. Next year we shall eliminate the rule as lacking in utilitarian value since boys can not make them accurately enough to be of practical use.

In the Seventh Grade the work progressed along similar lines with larger and more difficult models.

In the Eighth Grade the old course provided for the making of a desk set consisting of a blotter pad, pen tray and stamp box of hard wood. These models while beautiful when properly made, required such delicate use of tools that they seemed beyond the ability of most boys of this age, and besides, their utility did not seem to appeal to them. Of this combination we retained only one piece, a pen tray, and instead of following only one design each boy was encouraged to plan his own. The new models introduced were a foot stool and a book stand to be made of oak.

Througohut the year the course of models was up for discussion at numerous teachers' meetings and finally a series of models was selected which, we believe, will allow individual expression and will keep within the limits of the boys' ability and interests.

The general purpose is to develop in the Fifth grade, expression without emphasis on technique and with few tools. In the Sixth Grade the use of more tools and more difficult models, especially in the line of construction, the elimination of formal mechanical drawing and the introduction of shop sketches to be made, without tee square and triangles, on paper ruled in one-eighth-inch squares. In the Seventh grade we shall introduce the formal steps in planing, free-hand sketches and formal mechanical drawings of the objects made. Greater accuracy in measurement will also be required. The making, in this year, of a one-piece picture frame offers a splendid opportunity for a study of space division and the coloring of wood to harmonize with a picture previously selected. In the Eighth Grade most of the models will be made of oak or some other hard wood, and particular attention will be paid to the staining and finishing, which surely is of equal importance to construction.

It has seemed best where the boys are received in large groups to have a definite list of models to be made, each one, however, may be modified to suit the taste or ability of the individual boy.

Because of the variation in the size of the models under the new plan, it seemed advisable not to send the material to the various schools cut nearly to size, but rather buy lumber dressed to various thicknesses at the mills and delivered to the schools in board lengths. Such a plan involves greater care on the part of the teacher to prevent waste in cutting, but on the other hand, the boys need just such training.

A very interesting development of the manual training work is the so-called industrial centers, five of which were in operation last year in the following schools: Oyler, Riverside, Lincoln, Dyer and Douglass. Under such a plan the Eighth Grade boys may have as much as five hours work per week and the other grades in proportion. All of the boys in the school over 12 years of age, regardless of grade, were permitted to work in the shop. The greater amount of time permitted a variety of activities which varied in the different schools.

One popular feature of this scheme was mending day, when everything which could be brought from home was put in good repair at school. This naturally led to other lines of work than woodwork, such as soldering of pans, caning of chairs and even cobbling of shoes. This is in line with a determined effort to develop manual training in the grades beyond the exclusive use of wood as a medium of expression.

At the Oyler School the use of metal was most highly developed. Here the boys of the Eighth Grade made small steam engines and the Seventh Grade boys made coaster wagons involving a great deal of iron work. The equipment for this work was very meager, consisting chiefly of a machinist's vise, a gas stove and a piece of steel rail.

A wood-turning lathe has proven so valuable at this school that we hope to install one in each of several other centers.

The division of the boys into groups under boy foremen is another successful feature of the industrial schools, especially when they are making a number of similar objects for the school system. They are expected to devote one-half of their time in the shop to such work.

At least one more of these industrial centers will be installed next year and that will be at the new Guilford.

Among the activities undertaken by all the boys throughout the city was the cleaning, planing of the tops and varnishing of all of the manual training benches. The general appearance of the rooms was greatly improved by this concerted action of all of the boys.

It is our desire to interest the boys in many other activities which make for the general upkeep of the school building or school system, rather than the satisfying of individual desires.

In the High Schools the boys in the manual training courses are allowed ten bells per week, two of which are used for mechanical drawing throughout the four years. The work was introduced gradually and no doubt the arrangement of the course was influenced somewhat by the equipment available. It has seemed best to rearrange the plan so as to form groups in which those subjects most closely related are brought nearer together. Beginning in September the plan will be as follows:

FIRST YEAR:			
Cabinet Making	4	bells	per week
Wood Turning	4	"	"
Mechanical Drawing	2	"	"
SECOND YEAR:			
Cabinet Making	4	"	"
Forging	4	"	"
Mechanical Drawing	2	"	"
THIRD YEAR:			
Pattern Making	4	"	"
Foundry	4	"	"
Mechanical Drawing	2	"	"
FOURTH YEAR:			
Machine Shop	8	"	"
Mechanical Drawing	2	"	"

At least two new subjects should be provided for as soon as convenient; architectural drawing and a practical course in electrical construction. Pupils should be allowed to choose between these and the subjects already provided for. Our purpose should be to open up to the boys as many fields of industry as possible.

The new machine shop at Hughes was not ready for use until about January 1, 1913, but has been very satisfactory since. A few more machines are needed to complete the equipment.

At Woodward the direct motor drive lathes are not proving very satisfactory because of their complicated mechanism and no provision for slippage when the unskilled boys, who must operate them, make a false move. This had led to many accidents resulting in temporary injury to the machines. Steps should be taken soon to increase the efficiency of this shop which is so much in use in both day and evening schools.

The number of boys who have elected the technical co-operative course is larger this year than ever before and indicates a steady growth. The first class enters into the fourth year of its work in September. The number working half time in commercial shops and half time in school is largely increased by those who finished their second year's work in June, and much depends on the maintenance of cordial co-operation between the shop and school in order that each boy may have a fair chance to learn completely the trade which he has chosen. The services of a co-ordinator to visit these boys in the shops and correlate

Two new classes have been organized for boys over 14 years
their work in the school would be of great value at this time.
of age who have tired of the regular routine of school work and long for a more active field. Although these boys are to be drawn from the Seventh and Eighth Grades of various schools, the work, both shop and academic, will be carried on at Woodward, where the necessary machinery is available.

They are to spend one-half of each school day in a woodworking shop and the other half with another teacher who has arranged a special course of drawing, mathematics, English, etc., of great interest.

This class in in a sense an experiment looking forward to the new industrial schools which are being built.

Respectfully submitted,

Elmer W. Christy,
Supervisor.

DOMESTIC SCIENCE

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—I herewith submit the following report covering the work of the Domestic Science Department:

Elementary Grades.

In all elementary schools sewing is taught in the Sixth Grade one hour per week, in the Seventh Grade one and a half hours, and cooking in the Eighth Grade one and one-half hours per week. In many cases where the time will permit, the Fifth Grade receives an hour a week in sewing. In a few schools, where there is a special or retarded Fifth or Sixth Grade, this class is given double time—one period for sewing and one for cooking. In the Sherman and Jackson Schools the number of over-age pupils is very large. These pupils are taken into the kitchen for a two-hour lesson, part of which is devoted to simple sewing and the rest to cooking, the object being to give the girls good, practical lessons in home making in a home-like, informal manner, so that the order of the lesson depends entirely upon the problem for that day. In a number of schools near the river front, the work is intensified with an industrial tendency as in the:

Oyler School—This school was one of the first to ask for and have any form of manual work and was also the first school to extend the work to the lower grades. Here any child twelve years old may enter the manual classes, so that we have a class from the Second Grade. All classes receive two lessons per week. From the Fourth Grade one of these lessons is devoted to cooking and the other to sewing or handwork. Many forms of handwork are used—weaving, darning, crocheting, hand sewing and machine work. A girl may use the machine when the teacher believes she is able to. A certain day is set aside as mending day, when garments may be brought from home and mended. In the Eighth Grade the girls are given a number of lessons in the shop with simple tools, while the boys are given lessons in the preparation of plain and substantial meals. The Eighth Grade girls have had as one of their problems the buying, cooking and serving of a noonday luncheon to the principal and five teachers—one day a month; this has been a valuable and interesting piece of work.

Riverside School—Here the work was begun in September, 1912, and the plan is quite similar to that of the Oyler School, except that it is more intensified in the Seventh and Eighth Grades—these having as many as four periods per week. We believe this has been very helpful to the girls—very few of whom go to High School.

Lincoln School—At the Lincoln School, the plan is very similar except that the work extends to the Third Grade and less work in proportion is given the upper classes. Here we have several retarded classes in the lower grades and emphasis is placed upon various forms of simple handwork—paper, raffia and yarns being used in many ways.

Douglass School—This is one of our finest modern school buildings and perhaps the best equipped in the city for industrial training, having laundry, kitchen, dining room, bed room and sewing room; the plan being to give the girls good practical training in the work done in all of these rooms. As the classes were too large to be taught in an informal group, a second teacher was put in last February and the classes divided so that, while one-half might be in the flat or the laundry with one teacher, the other half was sewing with the second teacher. We found this plan a great improvement. The girls make their own hats, underwear and dresses. They sometimes cook for the lunch room and take turn assisting in the serving in the lunchroom.

We expect to have a ninth year next term for those who do not go to High School, and we plan to intensify the work, preferable along the line of homemaking, rather than trade, so that these girls may take their places as useful, wage-earning members of society.

HIGH SCHOOLS.

In the High Schools, sewing, millinery and applied art are given in the first two years and advanced cooking and housekeeping in the last two years. The last two years include preparation of foods and the serving of meals, based on a knowledge of food values and the chemistry of food; dietetics and marketing; care of the sick; laundry work; care of the home with regard to health, economy and good taste; sweeping, dusting, making of beds, care of plumbing and sanitation in general; planning the house, decoration, color schemes and selection of furnishings. The subjects are taught by practical work in the cooking and chemical laboratories and in the dining room, bed room and laundry in the school flat. They have their foundation in the study of bacteriology, sanitation, dietetics and training in art. Every effort is made to teach the student the art of right living in an intelligent, practical manner, and at the same time the student is given the regular course in the academic branches and the course receives the usual credits in the University.

Technical Course—The Technical Co-operative Course for Girls has just completed its third year in Woodward High School. This course gives all the practical work—sewing, applied art, millinery, etc.—offered in the regular four-year course, with the idea that the girl may be helped to find her life work and fit herself for it, and that she may have a knowledge of home making and the womanly arts at her command. By February of the secong year, the girls elect either dressmaking or millinery and specialize in this work under trade conditions. In the middle of the third year the girls began the co-operative work, spending one week at trade work and one week in school. The millinery girls were with the Samuel Ach Millinery Co., and the sewing girls with Miss Dunlevy's establishment. The work done by these girls was very satisfactory. The girls remained the full season—in the case of the sewing girls this meant the week after school closed. One of the new features in third year is the institutional cookery, given with the idea of enlarging their field of work through actual experience in the business side of food preparation and serving. One day in the week the cooking lesson is devoted to filling orders for breads, rolls, puddings, cakes, tarts, etc. Part of the year two lessons were devoted to the serving of luncheons to forty teachers. The cost of all foods is calculated and a monthly report handed in. This class in cooking has supported itself, has cost the Board of Education nothing for supplies and has a slight balance. A number of orders have been taken for pickles, etc., to be put up in the fall.

Next year—the fourth year—the work will be conducted along the same lines as this year, except that we plan to have all the girls—no matter whether they specialize in dressmaking or millinery—given an opportunity to work along both lines—to make her hats, to make her graduating dress, etc. We do not plan to make a trade worker of a certain set pattern only out of these girls, but give them a broad outlook on the business side of woman's work and to help them to train themselves for what they are best fitted to do.

Respectfully submitted,

CHARLOTTE M. ULLRICH,
Supervisor.

KINDERGARTENS

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—It is my pleasure to submit the following report of the Kindergarten Department for the year 1912-13:

For the first time in the eight years of this department's history the number of kindergartens has remained the same throughout the year. One new kindergarten was opened in April, in the Hoffman School, but the teacher was transferred from the House of Refuge, as that kindergarten was closed on account of the removal of the young children from that institution. The growth of the department may be indicated by the following statistics:

In 1905 two kindergartens were supported by the Board of Education, one in the First District, and one in the Lincoln School. In 1906 there were eleven; 1907, 22; 1908, 31; 1909, 37; 1911, 42; 1912-13, 48.

The work was organized with reference to the largest service to the school and community so the regular work of the teachers includes mothers' meetings, visits in the homes, and kindergarten activities with first grade children, and to stimulate growth, and increase the efficiency of teachers, two hours of school time each week is given to a conference under the direction of the Supervisor of the department.

Teachers in the kindergartens are of three classes: Directors, assistants, and cadets, the latter being training school students for whose services the Board of Education pays the Cincinnati Kindergarten Association $10 a month per student. Directors and assistants must have had at least two years of professional training in addition to the High School diploma and are required to pass the special examination of the Cincinnati Board of Examiners. This examination is given each June, in kindergarten theory, general theory, music, and drawing. The average of the examination with the work in practice teaching determines the standing of candidates for appointment. University graduates are placed on a preferred list and receive higher salaries than High School graduates with kindergarten training. Salaries for directors on the first list, range from $600 to $1,000; on the second list, $500 to $750; assistants, $300 to $500.

The attendance for the year has been marked by an unusually large amount of absence in proportion to the enrollment. Obvious causes were the two floods and contagious diseases, which continue in our midst in spite of the better sanitary conditions in schools and city. Weather conditions often lower the monthly average by keeping out large numbers of children on stormy days. The average number belonging is a better indication of the usual attendance. The kindergartens are likely to be overcrowded in the fall—but in almost every school January and February are bad months.

The program is quite similar in all the kindergartens without in any sense being prescriptive. Several years ago a "Syllabus" was published for the guidance of the teachers in making programs. This has been helpful, but needs revision—a work we hope to accomplish in the near future. Emphasis is placed on outdoor experiences and the teachers know the resources of parks, playgrounds and country places within reach. Farms are not easy to find, but gardens, domestic animals, the Zoo, woods and fields are always available. The main gardening experience of the year is the tulip planting in the fall. This has proved practicable and of much worth as a stimulus to other activities. For the last three years the Board of Park Commissioners has provided beds in the parks, and the supervision of a gardener, for all the kindergartens where school yard space could not be found. Last year the Park Department provided bulbs also and have promised the same help this year. Beds were planted by the children of fifteen kindergartens in Washington, Inwood, Hopkins, Lincoln, Johnson, Eden, Lytle and Sinton Parks. In school yards five thousand bulbs were put in with satisfactory results. Tulips yield a large return for a small expenditure of labor, a matter of considerable importance for five-year-old children. Their gardens furnish an objective point for short excursions and stimulate observation and expression in language and with materials.

One set of Montessori materials, purchased in January, was tested with Twenty-second District children and later at the Fifth District. The children in both groups were interested, but the experience was of greatest value to the little ones of the Fifth District, who were lacking in imagination and deficient in language. The kindergarten gifts had awakened only a slight interest in these children, while the new "toys" as they named the Montessori materials, brought an eager response. Next year further tests will be made to determine the exact value of these materials in supplementing the kindergarten gifts.

A great deal of attention has been given to the kindergarten rooms to make the environment all that it should be for the children and also for the Mothers' Clubs. The kindergarten rooms are almost without exception, attractive and well kept. The members of the Mothers' Clubs take a personal interest in the kindergarten rooms and aid substantially in providing for their comfort and beauty. The new centers in the Sands and Guilford Schools are especially spacious and well equipped rooms—nothing has been omitted in the way of conveniences for both the kindergarten children and the mothers.

The Mothers' Clubs show a fairly steady record for good work and wholesome recreations. The full report of their progress will be printed in the annual report of the Mothers' Club Association. Approximately 350 lectures have been given with a range of topics and a list of speakers too long for this report. Among the speakers are the Superintendent, supervisors and principals of the public schools; the faculty of the Training School and members of the Cincinnati Kindergarten Association; representatives of the Public Library, the Board of Health and other organizations in the city. The Cincinnati Woman's Club furnished several lectures from each department and gave a course of lectures in Social Hygiene, which were well attended. The afternoons in April at the Art Museum were especially interesting and well attended. The annual meeting held at Woodward High School, the 22nd of May, was an occasion of memorable interest. The attendance was large and the program—especially Superintendent Condon's lecture, noteworthy for its rare content.

The home visiting has been carried on with the usual thoroughness and intelligence. The directors' monthly reports show much good accomplished. Visits are of many kinds and for different purposes. The friendly visit; the call to inquire about absence, tardiness, problems of discipline; to arrange for children to be taken to clinics, or hospitals; to furnish home occupations for convalescent children; to assist people who need help from the Associated Charities; to comfort those in trouble; in short, the kindergartner is the friend of the people in her district and is welcomed as such in the homes.

The kindergarten conferences have been held Monday afternoons at the Kindergarten Training School, and we are much indebted to the association for the use of the building and to Miss Fry and Miss Stone for their co-operation and especially taking the responsibility of the conference during the absence of the Supervisor in February and March. The growing maturity of the teachers was shown in the more active work of the past year—much of it planned and carried out by the teachers. They discussed questions of practical import and gave occasional reviews of educational articles. Part of the time was given to class work in groups, and Miss Simrall gave several lectures on "The Divine Comedy," which were much appreciated.

The primary conference begun in September, 1911, was continued in 1912-13 with more than fifty teachers in attendance. They met in two sections—one at the Twenty-second District, on Wednesdays; the other at the Sherman School, Fridays. Miss Mary G. Waite gave valuable assistance in a series of lessons in the use of kindergarten gifts and occupations. Mr. Aiken, Mr. Vogel and Miss Fry also gave help in music, art, and games.

The kindergartners and primary teachers met together at the Twenty-second District, June 16th, for songs, games and a social hour, which furthered acquaintance and good feeling between members of the two groups.

This report would not be complete without a word in memory of Miss May E. Cochnower, the directress of Guilford Kindergarten, who passed away on the 26th of December, after a long illness. She served as kindergartner in the neighborhood of the Guilford School many years, before the kindergarten became a part of the public school. She was a loyal and intelligent worker, whose influence extended far. A short memorial service was held at the Training School, the first Monday in January.

The statistics for the year 1912-13 are as follows:

Number of kindergartens	48
Number of directors (in June)	48
Number of assistants (in June)	32
Number of cadets (in June)	5
Number of children enrolled	3,003
Average number belonging	1,935
Average daily attendance	1,709
Average number tardy	125
Visitors to kindergartens	4,433
Visits to homes	13,769
Time given to home visits. hours	5,205
Number enrolled in Mothers' Clubs	2,890
Average attendance in Mothers' Clubs	1,363
Number of visitors in Mothers' Clubs	2,217
Total salaries for the year (tuition)	$44,310.17
Average cost of tuition per pupil enrolled	14.75
Average cost of tuition per pupil belonging	22.89
Average cost of tuition per pupil, daily attendance	25.92
Cost of equipment	443.41
Cost of current supplies	1,997.94

Respectfully submitted,

JULIA S. BOTHWELL,
Supervisor.

SPECIAL SCHOOLS

REPORTS OF DIRECTORS

SPECIAL SCHOOL No. 3

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—The following is a report of the work done in Special School No. 3 during the year 1912-13:

Enrollment—There were 110 children enrolled; these were divided among seven classes, five for boys and two for girls.

Program of Work—One-half of the day was given to the regular branches; the other half, except one period of gymnastics, was used for manual training or domestic science.

Woodwark—Some of the older boys became quite skillful in the use of tools. At the annual exhibit there were a number of well-made and artistically designed articles which showed considerable advance over the work of last year. One of the new features was wood-carving, which was used to good advantage in the making of picture frames, bread boards, and tea pot stands. An effort was also made, for the first time, to have the boys design and plan their work, instead of using paper patterns as heretofore.

Basketry—Both boys and girls enjoy the reed and raphia work. The more advanced children did very creditable work in weaving designs in their baskets. Several classes made hanging baskets and window boxes of wood and flat reed, and used them in the school rooms.

Art Work—This included work with clay, paints, colored crayons, and pencils, and was used almost exclusively for purposes of illustrating.

Language—We put our chief emphasis upon expression. To this end the teachers have used with much success a number of well-known stories, which were developed in small sections. Then, after the children had thoroughly discussed the story, they gave their impressions by means of pencil, crayon, or brush; originality was encouraged. Later the chief object in the day's story might be the model for the clay lesson, or for the manual training period. Each child was allowed to use the medium which afforded him the best opportunity for expression. A few simple sentences were worked out on the board and then copied by the class.

At the close of the school year the drawings, illustrating the sections of a story, were made into booklets, and one could easily "read" the story there. One of the best efforts in expression was the story of "The Three Bears," which was worked out in clay and wood. This work seems to have had the greatest influence in bringing out the timid children.

Entertainments—Another method employed to give these children power in expression is that of having them take part in entertainments. This year we attempted a complete cantata, "Cinderalla in Flowerland." The result compared favorably with the usual school production. Several dances that were taught during the gymnastic periods added effectively to the performance.

Domestic Science—At the close of the year six of the girls wore dresses which they had cut from patterns and made for themselves. This was their first work with patterns. Crocheting was another new feature this year. One girl made a complete set for her bed room furniture, which was valued at $10.

One afternoon each week the girls receive instruction in cooking, laundry work, and housekeeping. Several mothers have told us that their daughters can now prepare a complete meal at home.

Kindergarten—We have felt the benefit of having a trained kindergartner in charge of children of low-grade mentality. The games and occupations have appealed especially to these children.

Employment—Five boys and two girls received work certificates this year, and are now in positions where they are self-maintaining. Many visitors have desired to purchase articles made by the children. We believe it would be well to sell these articles because we could thus both establish a fund to meet incidental expenses, and we would give the children the assurance that their work is really of value.

Foreword—Each year we find ourselves unable to accommodate applicants for entrance. We believe our problem could be solved by having a central school, with a number of single classes in various schools. This would mean a modern, well-equipped school of about ten rooms, with facilities for Manual Training, Domestic Science, Gymnastics and Baths, and grounds for raising vegetables and fruits. A chicken farm would also be of great value in giving profitable work to those pupils who are unable to do the finer hand-work of the class room. As most of our children are anemic, the plan should appeal also from a physical standpoint.

The central school should be primarily for those who are ready for the differentiation of work offered there, while the single classes could be preparatory. The great variation in mental and chronological age in the single classes as usually found, makes the work there the less efficient.

Medical Inspection—Besides the chief medical inspector, whose co-operation we have enjoyed in the past, there should be a consulting neurologist, both of whom would give valuable suggestions to the teachers and to the school nurse.

Clinical Work. During the past year Dr. B. B. Breese, of the Cincinnati University, and his assistant, Mr. Isaacs, have permitted us to bring children to the laboratory for mental examination. We have found that four is the maximum number for a morning's examination. A second examination would often be an advantage. It would seem advisable, therefore, in considering future plans, to make provision for a laboratory in the school, where the children could be examined whenever the need presented itself.

A series of individual records has been begun, which, when completed, will assist in bringing about a better understanding of the needs of these children.

Respectfully submitted,

EMMA KOHNKY,
Principal.

RETARDED DEPARTMENT

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—Some changes were made in the Retarded Department of the Dyer School with the opening of school in September, 1912.

This year we added a sixth grade. With the results of this experiment we are more than pleased as with the exception of three pupils, the class is promoted to the regular seventh grade.

The industrial work of the girls of this class was in the form of co-operative work, but bringing the work into the school rather than having the children go to the work.

Through the efforts of Miss Bliss, who has charge of these girls, orders were taken from various stores and people. These were filled and after the material was paid for the money received was divided among the girls in proportion to the work done by them. The largest orders were received from George E. Fern, Cincinnati decorator, and The Marshall-Field Company, of Chicago. For George Fern were made 7,200 crimson rambler roses, some being woven into garlands, all used in decorating the ball room of the Sinton Hotel. This order amounted to $62.50. For Marshall-Field were made about five gross of candle shades, some of silk, some of paper. These orders bringing us about $40. Altogether very nearly $200 worth of orders have been received and filled, the class receiving about 70 per cent of this as its share. Occasionally rush orders came in, at this time the boys were called upon to help, and shared the dividends. A few orders in wood and metal work were taken for the boys, but these were insufficient to keep them busy all the time.

Their industrial time was filled in a variety of ways, their work room being truly a tinkering shop. Here they did chair caning, woodwork, elementary metal work, mending and repairing various articles brought from home. Late in the year a lathe was sent, the work of setting this up, attaching the motor, etc., all being done by the boys. Many of them became expert in the use of this machine, turning out some very good work. With the manner in which this work has held the class the entire year, we are more than satisfied as but two have received work certificates.

The academic work throughout the department has been very satisfactory. This year we used the two class system, having the teachers work in pairs, one doing the academic, the other the industrial work of the two classes.

The school has a remaining number of one hundred and sixty (160), of these all completed one year's work, some were able to make up two years, and some three.

In tabulating the survey of the Retarded Department, relative to the number of pupils in certain grades from one-half to three years, the following is prominently noticeable:

The range of the department is from the third to the sixth grade, inclusive. The survey for the early grades shows a large proportion of students in the grades two years; as the survey progresses through the department, it is seen that this proportion rapidly decreases until in the last grade no student is found to have been more than one year in his grade, and one-sixth of this last class were but one-half year in the grade. This shows the normalizing effect of the department, and is indicative of its pedagogic value.

Respectfully submitted,

Christine McMahan,
Principal.

DEFECTIVE SPEECH

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—Last fall 33 of the schools in Cincinnati were canvassed and 299 children of defective speech were listed. Out of these schools the following were selected as centers:

Bloom, Columbian, Jackson, Morgan, Raschig, Sherman, Webster, Fourteenth District, Eleventh District, Special No. 3.

These were visited, some twice, some three times each week, excepting Special No. 3, to which each Monday afternoon was devoted—there were three classes of three pupils each.

January 1st, 1913, it was deemed best to make a change and enlarge the field, so the above named centers were condensed—some reduced to two visits per week and in several cases pupils who had done well were allowed to stop; the time gained was given to the Columbian and the Morgan Schools. In this order the work continued until the end of the term.

The total number of pupils handled was 159. Classes consisted of from 6 to 8 pupils, sometimes more, sometimes less. Lessons were of 30 minutes duration. In some cases the improvement was very decided, in others, slow but sure, we hope in the remainder we can only trust that the seed sown will eventually bring forth fruit.

I beg leave to suggest that next year new centers be opened where the need seems greatest and also that over the field already covered, inspection be kept up so that occasional help may be given.

I am more and more convinced as the work progresses that individual attention, say of ten minutes, with each pupil is much more effective than class work, and sincerely wish such might be brought about.

The night class, which was started January 1, 1912, did splendid work, and continued until May of that year. A similar class was resumed in October and continued until March, 1913. It was smaller than that of the previous season, being made up of adults only, the younger pupils being reached in the day classes. Those who were faithful are eager to continue next season, and the teacher is even more eager, and would suggest that such a class be allowed some time each evening, and the remaining time be given by the teacher to other work in the night school.

Respectfully submitted,

MARTHA C. PELTON,
Teacher.

CONTINUATION SCHOOLS

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—I herewith sumit the following report of the continuation classes in the Cincinnati Public Schools:

COMPULSORY CONTINUATION SCHOOL.

The compulsory continuation classes were organized in Cincinnati in September, 1911.

Realizing that 2,000 or more children between the ages of 14 and 16 were leaving school annually to enter industry, and were practically receiving little or no benefit of the advantages offered by the public schools, the Board of Education, upon recommendation of the Superintendent of Schools, resolved to secure legislation for continuing the schooling of those who go to work under 16 years of age.

The following law was passed by the Ohio Legislature:

OHIO LAW FOR COMPULSORY CONTINUATION SCHOOL.

Section 7767, G. G. of Ohio: "In case the Board of Education of any school district establishes part-time day schools for the instruction of youth over 14 years of age who are engaged in regular employment, such Board of Education is authorized to require all youth who have not satisfactorily completed the eighth grade of the elementary schools to continue their schooling until they are 16 years of age; provided, however, that such youth, if they have been granted Age and Schooling Certificates and are regularly employed, shall be required to attend school not to exceed 8 hours a week between the hours of 8 A. M. to 5 P. M., during the school term."

In January, 1911, the Board of Education adopted a resolution to provide continuation schools to meet the provision of the law in September, 1911, and to notify employers that children would be required after that date to attend school four hours a week.

During the first year the enrollment was: Males, 1,227; females, 1,541; total, 2,768. In order to bring the industry and school within convenient range, the classes were conducted in 12 centers, one school, the Guilford, operating from 8 A. M. to 5 P. M. daily; 8 centers from 4 to 5 P. M. for 4 days, and 6 centers from 1 to 5 P. M., Saturday.

The employers were given the privilege of choosing the school and the hours most convenient for the employee; some chose one hour a day for four days, some two hours a day for two days, and some four consecutive hours in one day.

The pupils were classified into the following groups: A preparatory class, sixth grade, seventh grade, eighth grade, and special commercial and industrial classes.

The teaching staff consisted of the supervisor and three teachers who were to devote full time to the work, and 65 teachers who were employed for part time.

During the second year the enrollment was: Males, 1,670; females, 1,575; total, 3,245. Additional classes were established in each center, the course of study was modified more and more to meet the needs of the children. Owing to the development of the work during the first year, and the splendid co-operation with the Work Certificate Office, the regular schools and the employers, there were fewer difficulties to overcome, and the attitude of the children was noticeably one of more cheerful response.

The third year has been one of unusual interest. The legislature, at its session in the Spring of 1913, changed its statutes regarding school attendance and child labor. The new law makes it necessary for boys to remain in school until their fifteenth birthday, and girls until their sixteenth birthday. No boy under eighteen may receive a certificate unless he has completed the sixth grade, and no girl under eighteen may receive a certificate unless she has completed the seventh grade. This leaves subject to the old unchanged continuation school law, only those boys at work between fifteen and sixteen, who have not finished the eighth grade.

Under an interpretation of the Attorney-General, which construes as valid all age and schooling certificates issued before the new law went into effect, August, 1913, all children then at work, and subject to the law are attending continuation classes.

The enrollment to date is: Males, 811; females, 778; total, 1,589. The dcerease in attendance consequent on the fulfillment of the new law called for reorganization of classes. The pupils who had been attending Winton Place School were assigned to the Washington School, those attending the Dyer School were assigned to the Sands School, and those attending the Fifth District School were assigned to the Guilford School.

With a responsive spirit on the part of the child, and hearty co-operation on the part of the employer, the school has broadened its work. The establishing of high ideals in giving the pupils the right attitude toward work and life has resulted in the welding of the child to the school, and the school to the needs and betterment of the child as a civic factor. The business life has been brought closer to the school; the possibilities, intricacies and requirements of the business world, and the relation of employer and employee to all this has been shown in all its responsibility.

COURSE OF STUDY.

The course of study comprises:

English, including reading, spelling, correct usage, correpondence and literature.

Arithmetic, including practice in fundamental operations, fractions, percentage, business forms, payrolls and simple bookkeeping.

Geography, studied largely from a commercial point of view.

Physics, including simple experiments.

Salesmanship.

AIM.

1. To instill a regard for system and cultivate a habit of attention to details.
2. To instruct in subjects which will give a better knowledge of the stock to be sold.
3. To teach right thinking toward the work as a profession and arouse a feeling of responsibility.
4. To develop individual power.

SUBJECTS.

Business Arithmetic: Sales-slip practice, cash accounts, etc.

Textiles: Cotton, flax, silk and wool from raw material to finished products.

Color and Design: Color combinations as to counter, dress, etc.

Salesmanship: Care of stock, approach, analysis of sale, closing sale, demonstration sale (with criticism), courtesy, etc.

Practical discussions on different phases of selling. Individual conferences with salespersons on points observed by teacher in the follow-up work. For experienced salespersons, a series of talks to instill enthusiasm and develop character.

Civics and Hygiene, including moral instruction and personal guidance. The work in the grades, based upon the course in the elementary schools, is modified to correlate with the demands of industry, and the problems and situations which arise daily in the lives of these young people.

One-third time is given to industrial or commercial work. For boys, courses are given in cabinet work, wood-turning, forging, electrical installation, mechanical drawing, art and design, and bookkeeping. For girls, the courses include instruction in salesmanship, bookkeeping, applied art and design, sewing, cooking, millinery, and novelty making.

Excursions to places of interest and visits to leading establishments are encouraged. The employers have taken a great interest in this feature of the work and have cheerfully offered every advantage for study. Through discussion, the children are led to appreciate the best phases of the products of the city, and in personal experiences, to exercise good taste and discriminating judgment.

Good reading matter has been placed within the reach of all the pupils. This has been accomplished through co-operation with the Public Library. The attendants of the different branch libraries have visited the classes, talked with the children, and have given their time and attention to compiling special lists of reading matter adapted to the needs and interests of these pupils.

CONTINUATION SCHOOL (Mothers' Class—Dressmaking)

VOLUNTARY CLASSES.

The voluntary classes are conducted in any center where twenty or more make application for a definite line of instruction. During the present year 1,900 women have taken advantage of courses offered in home economics and salesmanship. The classes in home economics meet in a two-hour session, once a week, in fifty centers throughout the city. Instruction is given in cookery, dietetics, millinery, dressmaking and homemaking.

Instruction in salesmanship as outlined in the course of study is given to all children from the retail stores who are attending the compulsory continuation school. Opportunities are offered for others who elect to take the course.

At a meeting of the Board of Education, held December, 1913, Superintendent Randall J. Condon was authorized to assign a teacher for certain periods each day for follow-up work with the girls of the continuation school in the mercantile establishments and to teach salesmanship in connection with such visits.

Acting under this authority, the supervisor was instructed to take the initiative in conferring with employers and to consider all requests from them for the organization of classes in the various establishments which would best serve the interests of those desiring to take the salesmanship course. The classes were to be conducted under the following conditions:

1. Each group shall contain not less than twenty girls or women, who are either engaged in salesmanship or who are desirous of entering that department of work.

2. Each class so formed shall be permitted by the employer to meet with the teacher for not less than two lessons per week, of one hour each.

3. These periods shall come within the working day, and no deduction in pay or lengthening of hours of employment shall result from the time allowed for such study.

4. The employer is to set aside a room, or rooms, properly furnished and equipped for effective work, and so located as to be free from interruption during study hours.

5. The teacher shall be at liberty to visit all departments of the establishment where the members of the class are located—inspecting their work and offering such suggestions and directions as may be necessary to make her teaching most effective when applied in actual practice.

In accordance with the above plan, classes have been established in three of the large department stores and the work is being conducted under the direction of a teacher who is a graduate of the Boston School of Salesmanship.

If there is a less number than twenty in any establishment for whom such instruction is desired, union classes may be made up of the employees of two or more establishments, under such arrangements as may be mutually agreeable to the concerns affected.

As this movement represents something of a departure in public education, whereby teachers employed by the Board of Education offer instruction to the employees in private establishments, Superintendent Randall J. Condon issues the following statement of the basis upon which it rests.

"The controlling motive is to be the educational and social improvement of the employees themselves, which shall result in improved service for the public. Upon these grounds, the plan can be justified as a measure of public education, even though one of the direct results is an improved service for the employers. More satisfactory and valuable service for the employer follows, as a matter of course, from increased intelligence and skill on the part of the employees and from improved service to the public.

"In all this movement for co-operative education, by means of which the schools and the commercial and industrial establishments are brought into closer relations for educational purposes, we need to realize that there are three parties directly involved: The employers, who desire and need more skilled and intelligent workers; the employees, who desire and need to be better prepared for the work they are now doing, or in which they are to engage, and better prepared for positions of increased responsibility and pay; and the public, who desire and need a better service. The school authorities wish to serve both employer and employee, but they occupy middle ground; they cannot serve either to the injury of the other; they must have the confidence of both. If conflicts of interest appear, they must decide always in favor of the public, whom they directly represent and whose interests are superior to those of either employer or employee.

"With this position clearly understood and accepted, I have no hesitation in sending teachers into commercial and industrial establishments to perform their work under conditions most favorable for teaching the theory that is to be wrought out into practice, under real commercial and industrial conditions. It will help to bring the school to those who need it and will accept it, instead of compelling them to attend a school which they do not want and are reluctant to attend because they are sent.

"In this way we may be able to establish most effectively a more vital connection between work and study, between theory and practice, instruction and its application; and thus we shall provide educational opportunity that makes for better and more intelligent workers who shall render more acceptable service to both the employer and the public. And this, I believe, is a legitimate function of public education."

Respectfully submitted,
Mary M. Conway, *Supervisor.*

VACATION SCHOOLS

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—I submit herewith a report of the work in the Vacation Schools of 1913:

Seven schools were in operation for five weeks, five days each week, from Monday, June 23, to Friday, July 25.

Sessions were held in the morning only and lasted from 8:45 until 12 o'clock noon. The directors divided this time into three or four periods, according to the needs of their particular situation. At old Hughes the session was prolonged for half an hour each day, the very large enrollment there demanding such an arrangement. Four days of each week were given to work and a fifth, usually Friday, was devoted to an outing of some sort.

The seven centers were located in the following buildings: Washington, Jackson, Dyer, Old Hughes, Webster, Twenty-third, Douglas. The directors were: Washington, Matilda Nicholson; Webster, Elivinna Stewart; Jackson (acting director), Maude Grau; Twenty-third, Anna Foerster; Dyer, Ella Deckebach; Douglass, Georgine Kelly; Old Hughes, Jennie Porter.

Twenty-third District and Old Hughes were new centers, the latter a center for colored children. Five centers for the children of their several neighborhoods. Two centers, Douglass and Old Hughes, for colored children only.

Regarding the two new centers I would say that the attendance and the excellent results fully proved the necessity for the schools. The other five centers have so demonstrated their usefulness that they have been opened each summer for some years.

Departments of Work.

Sewing and dressmaking; millinery; embroidery and crocheting; domestic science, cooking and housekeeping; manual training for larger boys (in one or two schools there was elementary work in wood for small boys, also scroll saw work and whittling); basketry; Venetian iron work; drawing; painting; clay-modeling; stenciling; elementary handwork; primary classes; kindergarten; games; gymnastics; folk dances; singing and story-telling.

The *outings* may be classed under the above heading. They were a very enjoyable feature of the school activities and were attended by many of the *mothers* of the children.

The boys of the several schools were taken by their games teachers to nearby parks and playgrounds occasionally, for ball practice, etc.

The kindergarten teachers conducted their small charges to the parks for recreation as often as they wished.

The schools went on outing days to Eden Park, Burnet Woods, Mt. Storm, Mt. Echo, or College Hill School grounds, as their several directors decided. Colored children to Old Men's Home, College Hill. The general outing, so-called, was held at the Harvest Home Grounds in Cheviot. This is a beautiful place and a safe one, commodious enough for the accommodation of thousands of children. We are always called upon to pay charges of $15 for the place, but consider the money well spent. It would, however, be a good thing to be able to get these grounds free of charge.

The Art Museum was several times the Mecca of Vacation School pilgrimages. The children enjoyed their visits to the place and were treated most courteously by the attendants, for which I here express my hearty appreciation.

Our celebrations of *A Safe and Sane Fourth* were outings of the patriotic kind, for the children armed with flags, marched and counter-marched in their schoolyards to the music of songs and the timebeat of drums. Afterwards they had entertaining exercises in their auditoriums, followed by treats of ice cream and cake in some of the centers. Our most beautiful outing was that of July 23, when we enjoyed a *concert at Music Hall*. Mr. Frederic Hoffmann, Miss Jessie Strauss and Miss Lilli Fry were the artists who gave of their best upon this occasion. The colored children sang some songs and one hundred of the girls of Washington School gave some folk dances. This annual matinee in Music Hall for our Vacation School children is one of the beautiful things of the year in our city, and the Music Hall trustees are reaching farther than they realize when they open the doors of the great hall for this purpose. To them, to the attendants, to the artists, and to all who helped make July 23rd such a beautiful day in the calendar we render our heartiest thanks.

Two of the schools, *Douglass* and *Old Hughes,* had *evening entertainments* to which came in considerable numbers, the parents of the children as well as the children themselves.

Several of the other schools held *Mothers' Meetings* which were well attended and most enjoyable. The reason for our emphasis of the *outing* and *entertainment* feature of the Vacation School activities is apparent and needs no further discussion here.

Regarding the other activities of the schools, I would not drop one, although I do think it would be wise to lay greater stress upon some and less upon others.

Take Venetian iron-work, for example—the work that includes the use of two kinds of pliers, and the bending of strip-iron, and shaping it into many little ornamental and, sometimes, useful articles. Less stress could and should be laid upon this, and other work put into the boys' hands, such as *real* wood and *chip*-carving, and real whittling. Chair caning is good also, and might be indulged in very usefully. To my notion more stress should be laid upon basketry—to quote the words of Prof. Henry T. Bailey:

"It is one of the essentials of the oldest education, and unquestionably offers to children a clean and educative handicraft. Properly taught, it vitalizes certain periods in history, fosters motor-control, develops judgment and taste, and familiarizes the pupil with one of the ancient and honorable occupations of mankind."

I would suggest simple leather-work, also the principles of book-binding. Should like to see the work in wood extended to include all the boys, except of course the little fellows in the kindergarten. Sloyd benches would not be necessary for this in the case of small boys, long tables with simple tools—a knife, a saw and a hammer—would be sufficient. *We must get the boys into these interesting workshops* and WE MUST HOLD THEM.

It would not be a bad idea to teach the girls the use of hammer and nails, and it would be fine to teach boys "camp cooking," not to omit sewing to the extent of mending a sail, a tent, or a baseball.

To sum it all up, since such activities as these are the attractions of our summer centers, why not push as far into the field of usefulness, in teaching them, as possible. Thus shall we glorify work itself, belittle careless workmanship and create a desire to make one article well rather than many articles poorly.

Materials used in the various activities: Strip-iron and binders; raffia of all colors; reed, round and flat; wood, etc.; paper of all kinds and colors, and cardboard; clay, paint and glue; sewing materials of all kinds; millinery goods; food stuffs for cooking; kindergarten supplies.

Average attendance in Vacation Schools	2,147
Cost of material	$1,172.36
One child for five weeks	.54$\frac{3}{5}$
One child for one day	.02$\frac{1}{5}$

OBSERVATIONS.

(a) The "unpreparedness" for this special work on the part of some of the teachers and its consequent waste of material, of effort on the part of both teacher and pupil, and of time, must be taken into consideration another year to avoid economic waste.

(b) The earnestness and enthusiasm of real vacation school workers, and we had a goodly number of such, are at the bottom of our success this year.

(c) Many of our children are actuated by a desire to get as much material as they can, free of charge, and this often at the expense of their co-workers. If we can succeed in making them love the work most, we shall help them to conquer this greed, and we *can*.

(d) Would it be wise to make a small charge for material, or to have them bring their own? This is done in some cities, the argument being that the free giving of material pauperizes the child.

(e) This work is in itself such fine discipline that we seldom, if ever, have cases for discipline.

(f) From the goodly numbers of mothers who dropped in to see the work it is as if the work had been a haven in each neighborhood.

(g) We felt the effects of the ice-strike to a considerable extent, many of the boys becoming ice-deliverers for their neighborhoods.

(h) The janitors kept the houses as clean as they could. When painters and tinters descend upon a school house, some allowances must be made for the janitors. But such descents cause the teachers and pupils much trouble because of the necessity of moving about from room to room. Can this not be prevented? It is very vexatious. We have been told that the regular school officials in some cases insist upon this and that it cannot be helped, because of this. One must not be too critical, but such a spirit is by no means commendable.

(i) To revert to the teaching force again; some teachers find it difficult to proceed, because of lack of equipment. My thought expressed in such cases was that lack of equipment often brought out a teacher's very best power.

(j) It has been interesting to see some of the newer teachers find themselves as teachers under the enlightening influence and freedom of this work.

(k) We had many visitors who expressed great interest in the work. Numbers of our own Cincinnati teachers came to see us, as well as teachers from other cities, and they all felt that the work was worth while. A very deeply interested group of men was the Corryville Business Men's Club who expressed their appreciation of such an endeavor in their neighborhood, and gave very material evidence of that appreciation in the donation of $5 for the children's safe and sane Fourth.

(l) I commend more and more this vacation school work as a leavening influence in every neighborhood where it has been undertaken.

SUGGESTIONS AND RECOMMENDATIONS.

1. That we have training classes for these vacation school workers, and that we recruit our forces from these classes.

2. That no teacher be employed who is not well prepared for this work.

3. That the regular school principals be urged to take more interest in this work, in that it is really helping them in *their* school work. This interest will lead them to spread the gospel of vacation school work among their children, and to refrain from urging workmen to descend upon the schools, as it is said they did this past summer and during other summers. Of course, the janitors may be at the bottom of this.

4. That as the schools increase in number, adequate appropriations be made for their support.

5. That two new centers be added next summer, one in the Twenty-second District School, the other at the Sands School, Poplar and Freeman. If the latter be not considered advisable, the New Guilford would make an excellent center.

6. That the Jackson be abandoned as a center because of the proximity of Old Hughes, but that the Sherman be opened as a center. That the First Intermediate, if the above recommendation be adopted, be closed as a vacation school center and the Eleventh District be opened. That Douglass, Old Hughes, Washington, the Twenty-third and Webster be continued.

7. That better provision in the way of colored workers be made. Just at the beginning of the work when it is desirable that the Supervisor be in touch with all the centers, it is a vexatious thing to be forced into an emergency such as met us at the opening of Old Hughes last June. It may be possible to make better arrangements another year.

8. That, if we have but one term, it be of six weeks duration rather than five. However, it would be well to make the experiment of a ten-weeks' session of two five-week terms, at least in those centers where attendance is good.

9. That the members of the Board of Education be urged, one and all, to visit these centers in order that they may see what this one of the wider uses of the school plant means to them in their work of promoting good citizenship.

10. That the fact be recognized that while the teachers are salaried, they are doing such work as can never receive its proper return in money, they being missionaries in the truest sense of the word.

11. That our centers all be opened in schools where there are complete domestic science and manual training equipments.

12. That we constantly keep before ourselves and our small citizens the fact that quality of workmanship rather than quantity is what counts.

13. That a baseball league, either with playgrounds or vaca-

tion centers or both, be formed with a full schedule of dates for games.

14. That we do as much as possible in mothers' meetings and on every possible occasion to emphasize the importance of this work in whose curriculum are so well blended play and work as to make the one seem almost the other.

In closing we thank all who have in any way, large or small, helped in the promotion of this far-reaching work. We thank you for your encouragement and the Board for this opportunity. We thank those who have made possible our private fund by their generous subscriptions. Personally, I thank directors, teachers and assistants for making our work this year such a success. To the directors I can speak in terms of hearty commendation. Without in any way putting aside their own individual situations, each one followed carefully such suggestions as were made to keep the plan for all the schools unified. Their several groups of teachers feel indebted to them for their leadership, their encouragement and their ready response to all reasonable demands.

Measuring the work in the several departments by the ready response of the children to their teachers' suggestions, I can heartily recommend it as having been well done. So well were the lessons planned and carried out that the daily work was the best exhibit of vacation school activity that we could have had.

In some schools we had closing exhibits, in others articles as they were made, were put on exhibition, remaining so until the close of the session, but notwithstanding these, the work itself as it was carried on in the classes under the guidance of the teachers was best of all.

There were hundreds of articles made and given into the possession of the little workers upon their completion. There were delicious meals cooked, and many household lessons taught. At our Music Hall concert one of our groups of girls wore dainty hats of their own creating. In the manual training department the boys made useful articles that will be household possessions for years. There were games and songs and stories and stitches and stitches that were fastening into shape dresses and waists and aprons. In brief there were dozens of activities that were making the children's hours pass pleasantly and happily and securely in these workshops. And with it all there were little citizens who were being cared for and protected from the influence of the streets and taught the best principles of goodness, truth and beauty.

I am glad to be given the opportunity to tell this story, and I thank all who have helped to make it such a good one.

ENROLLMENT.

GRADE	Douglas	Webster	Twenty-third District	Dyer	Jackson	Washington	Old Hughes	Total
No school	......	10	......	58	10	......	157	235
Kindergarten	51	19	37	45	36	41	93	322
First Grade	118	43	21	48	13	28	155	426
Second Grade	50	38	39	53	25	49	103	357
Third Grade	60	71	44	38	52	73	95	433
Fourth Grade	50	67	30	61	38	68	91	405
Fifth Grade	75	37	55	53	13	81	75	389
Sixth Grade	75	36	54	35	17	36	62	315
Seventh Grade	36	17	35	37	3	38	42	208
Eighth Grade	50	2	37	25	5	21	20	160
High School	25	......	2	4	1	1	10	43
Total	590	340	354	457	213	436	903	3,293
Average attendance	350	215	226	340	149	252	615	2,147

The average attendance was about two-thirds of the enrollment.

Attendance from parochial schools	340
" " private schools	54
" " no schools	235

Aggregate attendance, 53,675

ENROLLMENT ACCORDING TO AGE.

AGE	Douglas	Webster	Twenty-third District	Dyer	Jackson	Washington	Old Hughes	Total
3 years	20	......	......	......	......	......	......	20
4 years	20	2	10	13	39	......	61	145
5 years	36	16	20	32	......	23	59	176
6 years	18	21	22	36	9	18	68	192
7 years	50	25	20	35	8	28	63	229
8 years	95	38	46	59	18	33	94	383
9 years	60	45	35	49	20	62	87	358
10 years	50	65	50	60	29	57	80	391
11 years	50	50	46	64	33	80	81	404
12 years	101	41	30	46	18	56	66	358
13 years	30	30	43	34	28	62	56	283
14 years	20	7	25	24	10	16	50	152
15 years	25	......	15	5	1	......	40	86
16 years	15	......	2	......	......	1	48	66
17 years	......	......	......	......	......	......	30	30
18 years	......	......	......	......	......	......	20	20
Total Averages	590	340	354	457	213	436	903	3,293

ATTENDANCE.

	Douglas	Webster	Twenty-third District	Dyer	Jackson	Washington	Old Hughes	Total
5 days or less	98	75	59	69	23	85	87	496
5 to 10 days	76	36	45	59	15	79	40	350
10 to 15 days	70	38	43	49	51	84	82	417
15 to 20 days	150	60	89	105	51	67	80	602
20 to 25 days	190	131	118	175	73	121	614	1,428

TEACHING FORCE.

One Supervisor

Washington	A director	12 teachers	2 assistants
Twenty-third District	“	11 “	3 “
Webster	“	12 “	2 “
Dyer	“	13 “	3 “
Old Hughes	“	14 “	2 “
Douglas	“	12 “	2 “
Jackson	....	8 “	1 “

There were 5 volunteers at Hughes who were paid out of a private fund.

There were 2 volunteers at Douglass.

SALARIES.

	Per Diem	No. of Days	Full Salary
Supervisor	$5 00	25	$125 00
Directors	2 50	25	62 50
Teachers	2 00	25	50 00
Assistants	1 00	25	25 00
Janitors	2 00	20	40 00

NOTE.—Janitors' services rendered four days each week; Friday of each week, or one day each week, being devoted to an outing of some sort.

Total salaries, $5,225 (including salaries of janitors, $280).

Our average attendance being 2,147, the expense for the teaching of each child for one day was 9 7-10 cents, for 25 days, $2.43.

Average attendance	2,147
Expenses for teaching	$5,225.00
One child, 25 days	2.43
One child, 1 day	.09$\frac{7}{10}$

Summary.

Vacation School centers	7
Directors	6
Teachers	82
Assistants	15
Volunteers	7
Janiitors	7

Enrollment.

Douglass	590
Webster	340
Dyer	457
Washington	436
Old Hughes	903
Twenty-third District	354
Jackson	213
Total Enrollment	3,293

Average Attendance.

Douglass	350
Webster	215
Dyer	340
Washington	252
Old Hughes	615
Twenty-third District	226
Jackson	149
Total Average Attendance	2,147

Aggregate attendance, 53,675

Attendance.

(From parochial schools, 340; private schools, 54; no schools, 235)

Expenses.

Salaries	$5,225.00
Material	1,172.36
Total Expenses	$6,397.36

EXPENSES OF CHILDREN PER CAPITA.

Teaching for 1 day	$0.09 $\frac{7}{10}$	25 days	$2.43
Material for 1 day	.02 $\frac{2}{10}$	25 days	.54 $\frac{3}{5}$
Total expenses, 1 child 1 day	$0.11 $\frac{9}{10}$	25 days	$2.97 $\frac{3}{5}$

Respectfully submitted,

Louise Armstrong,
Supervisor.

SUMMER ACADEMIC SCHOOL

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—I herewith submit the following report of the Summer Academic School for the season of 1913.

Summary of Enrollment, Attendance, Promotion, Etc., by Grades.

	High School	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4	Total Elementary	Grand Total	Manual Training, High School
PUBLIC SCHOOLS									
Number enrolled	295	150	218	232	261	152	1,013	1,308	43
" withdrawn	22	33	37	33	56	25	184	206	3
" remaining	273	117	181	199	205	127	829	1,102	40
" promoted	222	91	141	180	171	102	685	907	37
" not promoted	51	26	40	19	34	25	144	195	3
Average number belonging	280.0	132.0	194.9	209.2	224.7	138.0	898.8	1,178.8	40.9
" " attending	273.2	129.7	190.4	202.9	217.4	131.2	871.6	1,144.8	40.8
" " absent	6.8	2.3	4.5	6.3	7.3	6.8	27.2	34.0	.1
PAROCHIAL SCHOOLS									
Number enrolled	.....	16	2	3	2	1	24	24	
" remaining	.....	12	1	2	1	1	17	17	
" promoted	.....	9	.....	1	.....	.....	10	10	
" teachers	16	5	7	7½	8½	.4	32	48	

Number enrolled	1,308
In Continuation Class	18
Total	1,326

Of the 17 parochial pupils remaining, 11 will enter the public schools in September.

Special Pupils.

	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4	Total
Number enrolled	11	65	25	18	5	123
" remaining	7	51	22	16	4	100
" promoted	* 6	47	21	12	2	88
" not promoted	1	4	1	4	2	12

* Must take examination in three subjects at the High Schools in September.

TUITION COST PER PUPIL.

CLASS	Tuition	Cost per Pupil Enrolled	Cost per Pupil, Average Attendance
High School	$2,019 50	$6 84	$7 39
Elementary	3,297 50	3 25	3 78
Special, Sewing	97 50	5 41	
Total	$5,414 50		

Tuition of $10 each was paid by 15 non-resident pupils, or a total of $150.

WITHDRAWALS.

Ill-health	24
Hot weather	12
Continuance useless	65
Too frequent absence	13
Too frequent tardiness	3
Conduct	5
To take a trip	20
Other causes	42
Total	184

ENROLLMENT (HIGH SCHOOLS).

	Number Considered as Enrolled	Number Receiving 70% and Over	No. Attending few days only, not enrolled	No. who sent in cards but failed to appear	No. for whom courses could not be arranged
Hartwell	3	2	....	....	....
Hughes	134	109	3	20	6
Madisonville	11	7	....	9	1
Pleasant Ridge	3	2	....	....	....
Sayler Park	....	....	....	....	....
Walnut Hills	18	13	1	21	1
Woodward	108	72	10	43	6
Totals	277	205	14	93	14
Bellevue	1	1			
Covington	1				
Franklin	1				
Lockland	1	1			
Miscellaneous	10	8	2		
Norwood	2	2			
Wyoming	3	3			
			16		

ENROLLMENT, ETC., BY SCHOOLS. (ELEMENTARY).

SCHOOL	Eighth Grade	Eighth Grade Special	Seventh Grade	Seventh Grade Special	Sixth Grade	Sixth Grade Special	Fifth Grade	Fifth Grade Special	Fourth Grade	Fourth Grade Special	Total Number of Pupils Enrolled	Number of Pupils Promoted	Number of Pupils Not Promoted	Number of Pupils Withdrawn	No. Attending a few Days at Beginning, But Not Enrolled	Cards Sent to S. S. Principal, but Pupils did not Appear
1st District	....	....	....	....	9	....	11	....	4	....	38	24	4	10	1	11
6th District	....	....	....	....	4	2	6	....	5	....	34	17	6	11	3	4
11th District	....	....	....	2	7	2	8	2	3	....	29	24	3	2	......	7
12th District	....	....	....	....	....	1	....	1	....	....	2	2	....	....	1	7
20th District	....	....	....	1	3	....	6	1	7	....	23	18	....	5	1	7
22d District	1	....	1	....	....	2	2	....	1	....	13	7	3	3	......	4
23d District	1	....	6	10	5	1	3	....	1	....	32	27	1	4	1	1
25th District	....	....	1	....	....	....	....	....	....	....	3	1	2	....	1	2
28th District	....	....	....	3	....	....	1	....	6	....	10	10	....	....	......	3
30th District	3	....	3	....	4	....	4	....	5	....	27	19	7	1	2	1
Avondale	2	1	4	1	....	....	2	....	....	....	15	10	2	3	......	1
Bloom	....	....	....	....	4	....	1	....	1	....	7	6	....	1	......	7
Bond Hill	1	....	1	....	1	....	....	....	....	....	5	3	1	1	......	......
Carthage	....	....	....	....	....	....	....	....	....	....	2	....	2	....	......	......
Cen. Fairmount	4	....	3	....	....	....	2	....	1	....	18	10	6	2	1	2
Chase	....	....	1	1	2	....	1	....	5	....	12	10	1	1	2	3
Clifton	....	1	4	....	2	....	5	....	....	....	12	12	....	....	......	......
College Hill	3	....	1	....	7	....	2	....	....	....	17	13	3	1	......	2
Columbian	....	....	....	....	2	....	10	....	5	....	21	17	1	3	......	2
Douglas	1	....	....	....	....	....	....	....	....	....	10	1	4	5	2	2
Dyer	7	1	5	13	11	....	....	....	....	....	51	37	4	10	3	18
Evanston	2	...	2	2	1	....	4	....	4	....	16	15	1	....	......	6
Fulton	....	....	....	....	2	....	1	....	....	....	3	3	....	....	......	......
Garfield	4	....	4	1	3	....	2	....	...	...	19	14	2	3	.....	1
Guilford	....	....	....	....	2	....	2	....	....	....	9	4	1	4	......	5
Harrison	....	....	....	....	....	....	....	....	....	....	2	...	2	....	......	5
Hartwell	....	....	....	....	....	....	....	1	....	....	3	1	1	1	3	......
Highlands	....	....	....	....	....	....	1	....	1	....	7	2	1	4	......	4
Hoffman	....	....	2	2	1	....	6	....	....	....	19	11	5	3	......	2
Horace Mann	....	....	....	....	....	1	1	....	....	....	8	2	3	3	......	2
Hyde Park	....	....	1	2	....	1	5	....	....	....	12	9	2	1	......	......
Jackson	....	....	....	....	....	6	....	....	....	1	9	7	1	1	......	5
Kirby Road	3	....	7	....	1	....	3	1	....	....	17	15	....	2	1	8
Lincoln	3	....	1	1	1	....	1	....	....	....	14	7	2	5	......	5
Linwood	....	....	1	....	....	....	....	....	....	....	1	1	....	....	1	1
McKinley	1	1	....	1	1	....	....	....	1	....	7	5	1	1	1	5
Madisonville	7	....	6	....	2	....	2	....	2	....	23	19	2	2	......	5
Morgan	1	....	3	2	1	....	1	....	4	....	18	12	2	4	2	4
Mt. Auburn	1	....	6	1	7	....	7	....	6	....	32	28	1	3	......	1
N. Fairmount	....	....	....	1	2	....	....	....	....	....	3	3	....	....	......	......
Oakley	....	....	....	....	3	....	1	....	....	....	7	4	3	....	......	......
Oyler	5	....	....	....	9	....	1	....	1	....	25	16	3	6	3	5
Peaslee	5	....	7	1	4	....	....	....	....	....	21	17	2	2	2	1
Pleasant Ridge	2	....	1	....	....	....	....	....	....	....	5	3	2	....	1	......
Raschig	4	1	2	2	2	2	5	....	3	....	39	21	8	10	......	10
Riverside	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	2
Sands	6	....	4	....	5	2	....	....	....	....	25	17	5	3	1	14
Sayler Park	....	....	1	....	....	....	....	....	....	....	1	1	....	....	......	......
Sherman	....	....	....	....	....	....	12	1	18	1	45	32	5	8	7	12
Vine Street	....	....	....	....	1	....	3	....	1	....	7	5	1	1	1	5
Warsaw	....	....	1	....	....	....	....	2	....	....	4	3	....	1	......	......
Washington	....	....	1	....	8	....	2	....	....	....	15	11	3	1	2	6
Webster	....	....	....	....	6	1	25	3	10	....	58	45	4	9	1	8
Westwood	3	....	3	1	3	1	2	....	2	....	21	15	5	1	1	5
Whittier	4	....	9	....	3	....	8	....	1	....	34	25	7	2	......	2
Windsor	1	1	....	....	....	....	3	....	....	....	15	5	4	6	4	4
Winton Place	....	....	1	1	2	....	3	....	3	....	15	10	1	4	1	2

Recommendations.

	1912		*1913*	
Number enrolled	1,301		1,308	
“ promoted	918		907	
“ not promoted (a)	135	251	195	260
“ withdrawn, continuance usless (b)	116		65	
Total number withdrawn	248		206	

The number enrolled and the number promoted are practically the same for the two sessions. This year we tried to hold more of the power of the poorer pupils with the hope of pulling them through. Note the result. The number withdrawn in 1913 is 42 less than in 1912, but the number not promoted is 60 more in 1913 than in 1912. The number who lost out through lack of ability (a) the number not promoted plus (b) the number withdrawn because continuance was useless is in (1912 and 1913) a constant quantity. This proves that it does not pay to try to save these poorest pupils. However, the point of more vital importance is this striking inference that the principals and teachers of the city have to a certain extent, erred in 250 out of 1,300 cases in sending pupils to Summer Schools. The error of elementary principals is double that of the High Schools. These facts are further strengthened by the fact that many Summer School teachers have urged me to start a movement for a more careful selection. I believe principals feel that they are favoring a pupil by giving him another chance in Summer Schools. It is a decidedly *deadening* process to send a child to Summer School, have him fail there, then do the work for the third time. I therefore request that principals be urged to send only those pupils whom they feel will make the grade.

2. It may be noted that there are 93 High School pupils and 219 elementary pupils, for whom admission cards were sent to the Summer School principal and who did not appear at the school (312 pupils). If they had appeared, there would have been, among the percent promoted for this summer, 70 High School and 147 elementary (217 pupils) saved in the same manner as the 907 were. Here is a vital loss. To this extent the Summer School has not been allowed to do its work. In every case I have sent these cards, marked in a suitable way, to the local principal. I request that a thorough investigation be made as to causes for non-attendance.

3. Twenty-four parochial pupils were enrolled, 17 remained and 10 promoted. Of the 17, 11 will enter the public schools in September.

4. If possible it may seem advisable to follow up the work of the 88 *special* pupils to see whether they maintain themselves. Greater CARE should be used in the selection of these pupils. Only those should be selected who are *superior* in EVERY subject. Of the 123 enrolled, 23 withdrew because the pace was too rapid, and

12 were not promoted. Mr. Bauer feels very strongly, that if he were given a class of say from 10 to 15 very superior pupils, he could cover the essentials of at least 4 major subjects in the eighth grade. This, I believe would be a very valuable experiment. It is highly important that these eighth year *specials* have a competent instructor in all the branches, if they are to go on. The point of insisting on SUPERIOR pupils cannot be overemphasized.

5. The card admission scheme was successful. The next year will bring opportunity to the principals to completely understand it. If permitted, I would like to prepare a card at an early date for next year.

6. Teachers prepared syllabi and made suggestions which we hope will materially aid the committee that has in charge the preparation of a Summer School course.

7. Twenty-two High School pupils attempted to carry two subjects; 4 were compelled to drop one, while only 12 out of 22 successfully completed two. This only emphasizes that the number of pupils taking two subjects should be very small.

8. It is the consensus of opinion of the sixteen High School teachers that only very bright pupils should be allowed to try a new subject and then only one. Forty days is far too short a time for a pupil of poor or medium ability to become well grounded in any subject which he has not studied before.

9. I respectfully urge that the matter of the salaries paid to Summer School teachers be taken up at an early date; $2.50 and $3 per diem is utterly inadequate for the work done. An increase of $1.50 per diem would mean a tuition cost of approximately $8,000. This in the light of the immense saving which results from Summer School work is not a very large sum.

10. A far too large a part of the principal's time must be spent in the office. This is unfortunate because much time should be given to supervision since we are handling a peculiar type of pupil. If arrangements could be made whereby this condition could be changed, it would certainly prove beneficial.

Respectfully submitted,

CHAS. OTTERMANN,
Principal.

SCHOOL AND HOME GARDENING

Mr. Randall J. Condon, Superintendent Public Schools:

DEAR SIR—I herewith submit the following report in regard to the work of School and Home Gardening for the season of 1913:

Nineteen thirteen (1913) was the second summer for the School and Home Gardens of Cincinnati under the direction of the public schools. The garden work was begun in Cincinnati by the Woman's Club of the city in 1908. For four years they carried on the work with great success, due largely to the untiring effort of Mrs. George B. Kerper, of the Civic Department of the Woman's Club, and Mr. Leon D. Peaslee, Supervisor of School and Home Gardens from 1908 to 1912. With each succeeding year the movement gathered impetus and in the spring of 1912 it was taken over by the public schools. As is characteristic of the Woman's Club of Cincinnati, they did not forget and lose interest in this movement, which they had so well started, but when it was taken over by the public schools, they continually helped with the work in every way they could. During the summer of 1912, twenty teachers of the public schools, who had been qualified by a short course in gardening at the University of Cincinnati, were appointed garden inspectors. They visited the homes of the children, advising and encouraging them in their garden work. The garden work for the summer of 1912 was very successful, as one may see from a glance at the last report of the Superintendent of Schools.

In the fall of 1912, forty-two teachers registered for the garden courses consisting of Theory and Practice of Gardening, given at the University on Saturday morning from 8:30 to 12, and the Evolution of Our Cultivated Plants, given by Professor H. M. Benedict at the Public Library, from 4 to 5 on Tuesday afternoon. These courses continued throughout the school year. In the spring of 1913, thirty-eight of these teachers completed the courses and were appointed Inspectors of School Gardens. In the summer of 1913, more than 5,800 children made and cared for their gardens under the direction of the Garden Inspectors. In spite of the extremely hot and dry weather, over 4,800 of these children cared for their gardens throughout the summer, and over 3,600 of them were given buttons as a reward for having been successful in their garden work. The buttons were given by the Woman's Club. Due to the method of distribution, there were, no doubt, many who were successful in their work and yet did not receive buttons. It is safe to say that over 4,000 of the 5,800 children who made gardens in the spring carried their gardens successfully through the summer. Of the 1,000 who began work in the spring but were not reported in the fall, many discontinued the work because they were out of town for the vacation. Only a few dropped out of the work because of indifference. Considering the season and the fact that in half the districts the garden work was taken up for the first time, the result of the summer's work was not only quite satisfactory, but very encouraging to those interested in the School and Home Garden Movement. The total number of visits made by the inspectors exceeds 13,000.

While the children's garden work was begun in 1908, the year 1913 in many respects was a year of beginning in the school garden work. In sixteen school districts, the work was taken up for the first time in the summer of 1913. A director of School and Home Gardens was appointed to direct the work of the inspectors. Demonstration plots and school gardens were started for the first time in three districts; namely, Linwood, by Edith Larimer; Twentieth District, by Augusta Billian; Twenty-fifth, District, by Maude Martin. This made a total of eight school gardens: Chase, Westwood, Pleasant Ridge, Highlands, and Douglass having had school gardens in previous years. More school gardens would have been made if appointments could have been made earlier. Early appointment was impossible last year, but practically every inspector has arranged for a demonstration plot this year. In eight school districts, exhibits of the produce from the children's gardens were held for the first time. These districts and their inspectors were Linwood, Edith Larimer; Twenty-fifth District, Maude Martin and Genevieve Mayhew; Thirtieth District, Anna Riesner; Mt. Auburn, Anna Weisleder and Georgine Strong; Westwood, May Warnking; Highlands, Katherine Lewis; Pleasant Ridge, Alice Gibson; Central Fairmount, Eleanor Baughman. Chase District has been having exhibitions of garden produce for several years.

Inspectors from districts where exhibitions were not held, attended the exhibits in other districts and carefully noted the procedure and methods employed. Every inspector appointed in 1914, who has had at least a year's experience in the work, expects to hold an exhibit in her district in the late summer or fall of the coming year.

For the first time in the history of the school and home garden movement in Cincinnati, a general exhibit of the children's garden produce was held in connection with the Municipal Budget Exhibit, October 4, 1913. More than 500 children placed products from their gardens on exhibition, every district in the city which was under supervision being represented. Over 500 of the junior gardeners formed in line in Washington Park for the parade, which passed over Race, Seventh and Vine Streets, to the Chamber of Commerce, where prizes were awarded. With few exceptions, every district where garden work was done was represented in the parade. The impetus which the general exhibit has given to the garden movement is sure to show in the work for the coming season.

The prospects for the future of the School and Home Garden

Movement in Cincinnati are very bright. School authorities, various improvement organizations, teachers, children and patrons are more enthusiastic than ever about this work. And what is of more importance, this enthusiasm, in every instance, is natural and voluntary. This fact has a greater significance than one would think. It means that the momentum of this work, like that of a rolling cannon ball, is far greater than appearances would indicate. The experiences of the past two summers will aid very materially in the future of directing our effort along lines which will make the work more effective.

We wish here to make mention of some individuals and organizations who have helped in garden work this past summer. The inspectors are to be commended for their work. Due to the extreme heat and drought, the work was especially difficult and discouraging. The inspectors, however, without complaint, were loyal and faithful to the work. With a very few exceptions, they did their work very well. The director wishes to make special mention of the work of Louise Lemarre, Augusta Billian, Edith Larimer and Anna Riesner. Miss Lamarre, inspector at Chase District, has been engaged in garden work for several summers. Two hundred and thirty-three (233) children in her district were awarded buttons for having good work throughout the summer. Since every child in her district has a home garden, the school garden was turned into a demonstration plot, which was a model of its kind. Miss Lamarre was given no little assistance by Principal Youmans.

Miss Billian, inspector of the Twentieth District, deserves special mention for the garden which she and her group of boys from the Twentieth made on a vacant lot on the corner of York and John streets. To those who thoroughly understood the conditions, this garden was little less than a miracle, and the only explanation is the energy and enthusiasm of Miss Billian and the boys of the Twentieth District.

The Linwood School Gardens were the best of their kind. Miss Larimer and Mr. Schwartz, principal of Linwood School, who so ably assisted her in the work, deserve much credit.

Miss Riesner, inspector of the Thirtieth District, illustrated very well how interest can be aroused even when the work is postponed until late in the season. Miss Riesner carried seeds and seedlings with her and where the children had given no thought to gardens, they were soon interested in the project and at once began to spade and plant or transplant, and before she left the place, the garden was made. Due to the enthusiasm and leadership of Miss Riesner, this interest, in spite of the fact that it was so tardily aroused, was not temporary, but grew with the season.

Many more of the inspectors deserve special mention for their work, but space does not permit of this.

The Park Commissioners have offered every assistance and encouragement. They gave thousands of plants for the school gardens and flower beds in school lots, and in the downtown districts a plant for each of the smaller children. This year they have already started many plants which will be used for distribution among the schools. They have also given many perennials from their nursery, to be used in the teachers' gardens.

The Chamber of Commerce very generously assisted by arranging for a general exhibition. They are very enthusiastic over the work and offer assistance and encouragement for the future.

The Woman's Club, has always, since 1908, been greatly interested in children's gardens. They were responsible for the starting of this movement in Cincinnati and since the work has been taken over by the public schools, they have been an important factor in its success.

Mrs. George B. Kerper well deserves the title of "Mother of the Children's Garden Movement in Cincinnati." It is needless to speak of her services in the past, so well is the result of her work and influence known to all. During the past summer, Mrs. Kerper was frequently consulted by the director and the inspectors, and, as always, she freely gave of her time, energy and enthusiasm.

The Director of School and Home Gardens is under deep obligation and is very grateful to all who have helped in this work in any way, and especially to those mentioned above.

Respectfully submitted,

Vernon T. Lantis,
Director.

VOCATIONAL GUIDANCE

Mr. Randall J. Condon, Superintendent Public Schools:

Dear Sir—Pursant to your request I herewith submit a report concerning Vocational Guidance.

In response to a demand caused by changed industrial conditions, vocational education has become an important part of our public school system; our high school courses are, in a great measure, organized in accordance with the vocational idea and vocational or pre-vocational education for children who will not go to High School, will soon become an important part of the work of our educational system. This introduction of vocational courses into our school system, combined with the complexity of modern vocational life, has forced upon us the necessity of attempting some direction of students in their choice of a life career and in their preparation for the same.

As a result, the Vocational Guidance Movement, beginning almost simultaneously in at least two eastern cities, has spread throughout the United States and today numerous city school systems are attempting work of this character or are studying it with a view to its adoption. The movement in this city had its beginning under ex-Superintendent Dyer, this being the last piece of constructive work for which he arranged previous to his departure for Boston. Following his initiative, during the last school year, a group of eighth grade teachers have been studying the question and the teachers at Woodward High School have been experimenting with it in its relation to High School students. Some account of the progress of the work was given in the last annual report and need not be repeated here. This report, therefore, shall be confined to the conclusions reached as the result of a year's study and to the program being followed during the present school year.

Our teachers early realized that Vocational Guidance should be an educational process; that the life career motive should be used as a means for prolonging the period of school life; that the business of the teacher should be to direct the child to that kind of education for which he is best adapted and which will best prepare him for the vocation of his choice; and that school courses and methods of instruction should be adapted to fit pupils for the work which they are likely to do.

Vocational Guidance as attempted in Cincinnati, relates to two classes of children, the elementary school child who will not go to High School, and the student who takes or expects to take a High School course. The latter includes both eighth grade and High School pupils. During the present school year some effort will be made to study children belonging to the former group in schools offering manual training of a pre-vocational character. In this connection, it is hoped that the psychological laboratory of the Work Certificate Office will lend valuable assistance. As pre-vocational training for this class of children is extended, the demand for a systematic study of their needs will grow.

Fortunately the problem of the eighth grade child who is ready to select his High School course is easier of approach, and for the present offers greater opportunity of producing satisfactory results. This work is now being conducted by volunteers in about twenty elementary schools. Both in the grades and in the High School two phases of the movement are being emphasized. The first consists in giving to students as full vocational information and suggestion as possible and in giving inspiration for further preparation for a life career. It includes a study of the important phases of the vocational life of the local community and a study of how the school assists the student in preparing for a life career, including a careful presentation of the various High School courses and the vocational value of each.

An already crowded curriculum suggests that no additional course of study should be planned for the informational material connected with Vocational Guidance. For this reason and because of a natural connection between vocational success and good citizenship, it has been included in the Civics Course.

In addition to regular class room instruction the work consists of lectures by citizens qualified to speak on various phases of vocational life and of visits to industrial plants. An effort is made to connect the vocational ideals and motives of the pupil with the civic and economic interests of the community, and thus to show the close connection between the general community welfare and the welfare of the individual.

The immediate purpose of this work is to use the life career motive as the impelling force which will send the student to High School and keep him there until graduation if possible. It supposes that the pupil will endeavor to select that High School course for which he is best adapted and which will be of greatest value in the preparation for the vocation of his choice. It need not follow, however, that the eighth grade child's choice of a vocation be final. In fact, the child should be given the whole High School period, if necessary, in which to find himself.

The second phase of Vocational Guidance work, as we understand it, is not conspicuous in the class room, but it should occupy a prominent place in the mind of the teacher. It consists of a systematic and sympathetic study of the personal characteristics of each pupil; and in connection with this study there is used for each pupil a guidance record card, on which is recorded the judgments of the teacher concerning those characteristics having vocational value. The card now in use is the result of much discussion among the teachers, and it has been modified by ideas from various sources. Acknowledgment for valuable suggestions is especially due to Mrs. Helen T. Woolley and Prof. Herman Schneider. The card is as follows:

VOCATIONAL RECORD CARD (EIGHTH GRADE).

Name .... School ....
Date of Birth .... Nationality ....
Parents' Name .... Residence ....
1. Health and Physical Characteristics: Height ....
(From the Physician)
Weight .... Sense Organs: Eyes .... Ears ....
2. Powers of Observation: Good .... Medium .... Poor ....
3. Memory: Good .... Medium .... Poor ....
4. Attention: Good .... Medium .... Poor ....

5. Association: Rapid Mental Co-ordination..........
Medium Rate of Co-ordination..........Slow Mental Co-ordination..........
6. Type of Activity: Deliberate..........Impulsive..........Neither..........
7. Intellectual Ability: Good..........Medium..........Poor..........
8. Manual Ability ....
(Domestic Science or Manual Training)
Good ....Medium..........Poor..........
9. Social Leadership: Well Developed..........Moderate..........
Absent (a follower)..........
10. Perseverance: Good..........Medium..........Poor..........
11. Habits of Promptness: Good..........Medium..........Poor..........
12. Studies: Preferences..........
Successes ....
Dislikes ....
Failures ....
13. Vocation of Parents..........
14. Which High School?..........
15. What Vocation Has the Child in Mind?..........

It will be noticed that the card refers to mental and physical characteristics of vocational value so arranged as to require a minimum of clerical effort for the recording of the teacher's judgment in regard to the same. The plan is to begin the use of the card in the eighth grade and continue it throughout the four years of High School. It is hoped that the use of this card will cause teachers to be more observant of the characteristics of their pupils both in and out of the class room, and that they will thus become better able to offer suggestions and advice. We regard this in the light of an experiment the value of which can be determined only after it has been in use for at least two or three years.

The work begun last year in Woodward High School is being continued more systematically and under more favorable conditions. The school for the first time is so organized that in the first and second year classes, each pupil comes in close personal contact with one teacher who acts as his adviser, each adviser is in close touch with the pupils both in regard to failures and with the co-operation of other teachers to whom the pupils of the group recite, make out the guidance record cards of the pupils in his group. In order that the adviser may have as full opportunity as possible to know the pupils in his group, it is arranged, where possible, to have them sit in his home room and to recite to him one subject. Other provisions are made for necessary exceptions to this rule.

Other phases of the work which were begun in Woodward High School last year and which are being continued are a series of lectures on various vocations to second year students; a series of lectures on higher education and the vocational value of the same to third year students; the use of composition topics and oral discussion relating to vocational questions in the English classes; voluntary reading relating to the selection of a vocation directed by the English teachers; personal conferences with students, particularly seniors, who desire information and advice. Placement of students who are taking the commercial course or either of the co-operative industrial courses will be attempted.

At present perhaps not more than thirty or forty per cent of our High School seniors have any definite idea in regard to a life career. It is to be hoped that a systematic consideration on the subject through the eighth grade and the four years of High School will give students not only a definite purpose for study, but that, before graduation they will have some definite idea of what the next step is to be after High School days are over.

A few considerations of a general nature need to be noticed. The successful introduction of a program of Vocational Guidance into a city school system must be slow; it cannot proceed faster than teachers are educated for the work and vocational information relating to the local community is collected. Vocational Guidance combined with civics perhaps furnishes the best means of connecting the school with the home and the community. Parents who ordinarily pay but little attention to the routine of school life become interested when a subject so intensely personal is under consideration. No effort has yet been made to bring about any form of co-operation between the schools and the community in the Vocational Guidance movement, but as the work advances, it should receive careful consideration.

Respectfully submitted,

FRANK P. GOODWIN.

QUESTIONS FOR AN INDUSTRIAL EDUCATION SURVEY OF THE PRINTING TRADES

AN ANALYSIS OF THE PRINTING TRADES FOR THE PURPOSE OF DETERMINING WHAT KIND OF SCHOOL TRAINING WILL MOST BENEFIT THE WORKER.

NOTE.—All information furnished in this questionaire will be held STRICTLY CONFIDENTIAL and is to be used only for the purpose of determining the kind of industrial education which will best meet the needs of persons engaged in the printing trades in Cincinnati.

1. Name..Union or non-Union.......................
2. Name of employer..
3. Mention here, in order, different occupations at which you have worked in the printing trades..
   How long did you stay at this work?...

Mention here, in order, different jobs you have had, not connected with the printing trade..........

How long did you stay at this work?..........

4. What is your present occupation?..........
5. How many years in the printing business?..........
6. How many weeks did you lose in 1913 (except through sickness)? ....
7. How many hours constitutes a week's work?..........

   How many hours on Saturday?..........

   Your present weekly wages (do not include overtime) $ ....
8. Age at which you began to learn the trade..........

   Age at which you believe beginners should begin..........

   Why? ....
9. Does your work involve any peculiar physical or nervous strain? ....
10. Does your work involve any especially unhealthy conditions? ....
11. How long did it take you to learn the trade?..........

    ....
12. In how many shops did you work while learning your trade? ....

    If you changed your place of employment several times while learning your trade, what were your reasons for changing? ....

    ....
13. Check those of the qualities demanded of a worker in your trade:

    Endurace ....Dexterity..........Accuracy..........Patience..........

    Color Sense ....Strength ....Artistic Feeling ....

    Special Intelligence..........Keenness of Sight..........
14. While learning your trade, did you receive the proper co-operation of your fellow-employees and foreman or were you compelled to pick up the trade without instruction or help from them?..........
15. If you did not receive proper co-operation, whose fault was it, that of your employers, your foreman or your fellow-workmen? ....
16. At what age did you leave school?..........

    What grade did you reach?..........
17. In what ways have you found yourself hampered by a lack of knowledge or school training?..........
18. What education have you had since leaving school?..........

    ....

    Kind of School..........Name of School..........

    Course taken..........

    Did you complete the course?..........

Why did you select this Course?..........
Cost..........Who paid for tuition?..........
How much increase in wages or other benefits did you derive from said course?..........
19. Is any High School training at all of value in your occupation? ....
Would a complete High School course be of advantage?
....
20. In your opinion what should the schools do to help the worker in your trade before he begins to learn the trade?
....
21. What do you think a part time school could teach him to advantage during his apprenticeship?..........
....

NOTE.—All information furnished in this questionaire will be held STRICTLY CONFIDENTIAL and used only for the purpose of determining the kind of industrial education which will best meet the needs of persons engaged in the printing trades in Cincinnati.

1. Name of firm..........Date..........
2. What are your specialties?..........
3. To what extent did the total number of your employees (other than office help) vary in 1913?
Maximum in service ....Minimum in Service ....
4. Is difficulty experienced in obtaining efficient workers?
....
If so, in what occupations?..........
To what do you attribute this difficulty?..........
....
5. Are promotions frequently made in your establishment from one occupation to another?..........
6. What is the usual line of promotion in your establishment?
....
7. Are untrained beginners wanted?..........
In what occupations can you use them?..........

CONDITIONS UNDER WHICH THE WORK IS PERFORMED.

8. What occupations involve peculiar physical or nervous strain? ....
9. What occupations involve peculiarly unhealthy conditions?
....
10. What occupations stimulate the intelligence of the worker?
....
11. What occupations narrow and restrict mental and manual development? ....
12. What, if any, unwholesome moral influences are to be guarded against? ....

13. Does the worker receive any instruction or training in your establishment more than what he can pick up on the job? .... If so, who gives it to him? ....
....

14. What work in your establishment can be acquired with little or no instruction? ....

15. What are the terms of any agreements of apprenticeship you may have? ....

16. What is the difference in relation to the shop, between those who are apprenticed and those who are not? ....
....

17. Do you find that those who are apprenticed have a better attitude toward their work than those who are not? ....
....

RELATION OF OCCUPATION TO SCHOOL TRAINING.

18. In what ways have you found the industry hampered by a lack of knowledge on the part of beginners? ....
....
What knowledge which beginners should have is most frequently lacking? ....

19. In what occupations, if any, is general school training beyond the eighth grade of value? ....

20. Would experience seem to indicate that a complete High School course is of advantage? ....
If so, for what occupations? ....

21. What kind of a school would most help workers in the various printing trades during the apprenticeship period?
....
For which occupations do you believe that such schools could be provided to best advantage? ....
....
In your opinion, what should be taught in such a school?
....

22. If a part time day school were established, in your opinion how many hours per week should an apprentice attend?
....

23. If a part time day school were established, would you, as an employer be willing to enter into an agreement providing for employment for a definite period of apprenticeship at a fixed scale of wages and for attendance of apprentices at such a school for a definite number of hours each week?
....
For what occupations would you enter into such an agreement? ....

24. For which occupations do you believe such an agreement would be most valuable?

25. In your opinion, what should the school do for the worker before he begins to learn his trade?

26. What do you believe a night school should teach to help a journeyman who wants to advance in his trade?

Remarks

TRUANCY DEPARTMENT

Report of Chief Officer.

To the Board of Education of the School District of the City of Cincinnati:

Gentlemen—In complaince with Rule 75 of your honorable Board, I herewith present a report of the work done by the Truancy Department during the school year 1912-1913.

Number of visits made			17,325
" visits made by Chief Truant Officer	990		
" visits made by Asst. Truant Officers	16,335	—17,325	
" cases brought before Court for prosecution			218
" children before Juvenile Court	214		
" parents before Juvenile Court	1		
" persons brought before Court for selling cigarettes to minors	1		
" parents before Police Court	1		
" employers before Justice Court for employing minors contrary to law (Fined $25 and costs ($9.05). Paid $34.05)	1	—218	
" school cases brought before Court			216
" belonging to Common and Parochial Schools brought before Court	177		
" cases received from the department issuing certificates, 1,546; number taken to court	24		
" cases received from Continuation Schools, 969; number taken to court	15	—216	

During the school term 1912-1913, relief to the amount of $1,807.40 was given to indigent parents to enable them to have their children attend school, in accordance with the provisions of Section 7777 General Code of Ohio, Volume II, Page 1646:

Consisting of wearing apparel, at a cost	$1,465 70
Eye-glasses, at cost of	73 70
Scholarships	268 00
Total	$1,807 40

This aid was given to children belonging to the following schools:

SCHOOLS	Clothing	Eye-Glasses	Scholarships	Totals
First District	108 10	2 70	24 00	134 80
Fifth District	18 15	1 40	....	19 55
Sixth District	83 75	2 30	....	86 05
Eleventh District	31 35	....	....	31 35
Twelfth District	49 50	6 40	....	55 90
Twentieth District	52 35	8 80	....	61 15
Twenty-fifth District	6 60	1 40	....	8 00
Twenty-eighth District	9 90	....	....	9 90
Thirtieth District	1 65	....	....	1 65
Bloom	18 60	5 10	50 00	73 70
Carthage	8 25	3 70	....	11 95
Central Fairmount	....	1 40	....	1 40
Chase	40 85	1 40	....	42 25
Columbian	11 55	....	....	11 55
Douglass	12 80	1 80	....	14 60
Dyer	11 55	1 80	40 00	53 35
Evanston	4 95	....	....	4 95
Fulton	80 80	1 80	....	82 60
Garfield	16 50	....	....	16 50
Guilford	127 05	3 60	66 00	196 65
Harrison	8 25	....	....	8 25
Highlands	90 75	1 00	16 00	107 75
Hoffman	3 30	....	....	3 30
Horace Mann	3 30	3 20	....	6 50
Jackson	8 25	3 60	....	11 85
Kirby Road	13 20	....	....	13 20
Lincoln	82 50	1 80	....	84 30
Linwood	11 55	....	....	11 55
McKinley	23 10	90	8 00	32 00
Mt. Auburn	....	2 30	....	2 30
Madisonville	23 10	....	....	23 10
Morgan	142 90	2 30	....	145 20
Oyler	14 85	1 40	10 00	26 25
Peaslee	16 50	2 30	20 00	38 80
Raschig	60 65	....	....	60 65
Riverside	18 20	....	....	18 20
Sands	11 35	....	24 00	35 35
Sayler Park	9 90	1 10	....	11 00
Sherman	30 55	3 20	....	33 75
Vine Street	35 90	....	....	35 90
Washington	42 90	1 40	....	44 30
Warsaw	9 90	....	....	9 90
Webster	87 45	5 60	10 00	103 05
Windsor	3 30	....	....	3 30
Boys' Special	13 20	....	....	13 20
Special School No. 3	6 60	....	....	6 60
Totals	$1,465 70	$73 70	$268 00	$1,807 40

During the summer vacation the names of 5,620 children between the age of 6 and 16 years belonging to the following school districts: Twelfth, 1,718; Fulton, 427; Washington, 1,582; Webster, 946; Bloom, 947; were taken from the enumerator's reports. The census in these districts was retaken by the truant officers and then compared with the census enumerator's reports. The following is a summary:

Twelft District	1,718
The enumerators' report shows 121 more children than the officer's report.	
Fulton	427
The enumerator's report shows 16 more children than the officer's report.	
A total of 137 more children than the officer's report.	
Washington	1,582
The enumerator's report shows 56 less children than the officer's report.	
Webster	946
The enumerator's report shows 82 less children than the officer's report.	
Bloom	947
The enumerator's report shows 126 less children than the officer's report.	
A total of 264 less children than the officer's report.	

Respectfully submitted,

A. B. CLEMENT,
Chief Truant Officer.

DEPARTMENT OF HEALTH

DENTAL INSPECTION—OPEN-AIR SCHOOL

Table Showing Results of Survey with Reference to Anaemic, Tuberculous and Mentally Retarded Children

DENTAL INSPECTION

MOUTH HYGIENE AND DENTAL IMPORTANCE.

There are three main divisions in the Mouth Hygiene Work:

(1) Instruction to the child as to the care of the mouth; (2) Dental Inspection; (3) Clinic work for those not able to pay for service. In the Cincinnati Movement we combine all of these.

More than fifty dentists, volunteers from the Cincinnati Dental Society, assisted by a number of women who do recording, notifying, etc., are doing the dental inspection. At least one inspection has taken place in every school in the city of Cincinnati since the inception of the work (1910. And two or more in all the schools in the thickly populated districts. At the present rate each school will be reached about once every two years. Upon the day of inspection talks are made to the children, explaining the importance of clean mouths and how to care for them.

Since the last report the clinical work has been increased threefold. This has been made possible through the Board of Health employing the operators and assistants at the Free Dental Clinic. The city is now contributing through this Board $4,500 per year, the equipment and maintenance is still furnished through private initiative, namely the Free Dental Clinic Society, under the auspices of the Cincinnati Dental Society.

A fine new clinic where three chairs are constantly in operation, is situated in the new Guilford School. This is one of the model Public School Dental Clinics of the United States. The following figures show dental inspection results and the amount of work accomplished in the Free Clinic for the year 1913:

Number of schools inspected	28
Number of Summer Schools	2
Total number of children examined	14,762
Total defects	38,162
No defects	1,908
Number of children requiring treatment	12,854

LECTURE WORK:

Lectures delivered to Mothers' Clubs	7
Lectures delivered to schools	9

WORK ACCOMPLISHED IN FREE CLINIC:

Fillings—	Amalgam	5,510	
	Cement	746	
	Copper cement	360—	6,616

Treatments—	Canals filled	439	
	Arsenic	52	
	Other treatments	2,445—	2,936
Prophylaxis			1,821
Crowns set			16
Extractions—	Permanent	350	
	Deciduous	2,235—	2,585
Finished cases		1,613	
Unfinished cases		638	
Refused treatment (some work done at Clinic)		37	
Total number cases			2,288

Of this number
23 were from Guilford Anaemic,
20 from Defective Department,
14 from Retarded Department,
21 from First Intermediate Open Air School,
15 from Branch Hospital.

OPEN-AIR SCHOOL

The following statistics show the progress of the work in the Open-Air School located on the roof of the First Intermediate School, Baymiller street, opposite Gest:

September 10, 1912, to June 6, 1913.

Average weight per pupil upon admission	56.92 lbs.
Average weight per pupil June 6, 1913	63.12 lbs.
Average gain per pupil	6.2 lbs.

Greatest gain in weight: Male, 7 lbs. 2 ozs.; female, 12 lbs. 12 ozs.

2	pupils	gained	12 lbs.	plus each
1	“	“	11 “	
1	“	“	10 “	
1	“	“	9 “	
3	“	“	7 “	each
3	“	“	6 “	“
2	“	“	5 “	“
7	“	“	4 “	“
4	“	“	less than 4 lbs. each	

Mean Temperature (Degrees Fahrenheit), 1912-1913.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
70.9	59.1	45.8	37.2	40.6	32	44.8	54	65.8

Class Average.

Conduct, 85.1. Effort, 80.3. Proficiency, 72.5.
Attendance of Open Air Pupils, 96.97 per cent.

TABLE SHOWING THE NUMBER AND CLASSIFICATION OF ANAEMIC CHILDREN, THE NUMBER OF CHILDREN MENTALLY DEFICIENT, AND SCHOOL ATTENDANCE.

MAY, 1913.

SCHOOLS	Tuberculous		Pret'berculous	Anaemic	Mentally Retarded	Attendance
	Excluded					
First Intermediate			7	21	17	1,161
First District		6	14	30	17	870
Fifth District		1	12	28	10	604
Sixth District		11	43	32	13	1,051
Eleventh District		2	11	33	39	1,261
Twelfth District	2	3	17	25	10	650
Twentieth District			9	37	28	678
Twenty-second District			28	9	1	702
Twenty-third District		1	3	31	7	789
Twenty-fifth District			4	3	9	460
Twenty-eighth District	1	4	6	31	9	629
Thirtieth District			3	20		797
Avondale		3		2		892
Bloom			11	12	4	625
Bond Hill						*
Carthage			2	2	4	500
Central Fairmount			6	4	4	450
Chase			3	4	9	625
Clifton		1	1	7	1	483
Mt Airy Colony		1	1			71
College Hill			3	1		395
Columbian		1	1	14	16	663
Douglas		4	12	17		844
Evanston			6	10		555
Robt. Fulton			4	21	8	393
Garfield			7	5	10	750
Guilford			24	37	70	700
Harrison			4	31	2	440
Hartwell						*
Highlands	1	2	6	7	9	386
Hoffman			5	7	1	700
Horace Mann	1	2	9	11	1	291
Drake Colony				3	5	152
Hyde Park			3	3	7	660
Delta Colony					1	54
Jackson		1	21	32	26	923
Kirby Road			1	14	3	640
Lincoln			6	14	17	578
Linwood			2	5	7	344
McKinley		1	7	10	18	567
Madisonville	1	2	2	15	5	965
Morgan Colony			1	4		140
Morgan		26	63	58	32	721
Mt Auburn		2	9	37	12	750
North Fairmount			4	2	2	458
Oakley		1	2	6	14	520
Oyler			3	49	4	850
Peaslee			2	9		418
Pleasant Ridge						*
Raschig		1	12	48	2	725
Riverside			2	18	4	463
Sands		2	13	28	8	825
Sayler Park						*
Sherman		1	21	31	17	1,219
Vine			2	23	8	410
Warsaw			2	9	1	356
Washington			17	8	12	1,282
Webster			13	36	17	700
Westwood						*
Whittier			4	32	4	760
Windsor		1	16	14	5	757
Winton Place			3	3		487
Boys' Special		1	9	6		88
Special No. 3		1	3	21	111	111
Oral School						*
Total	6	82	505	1,030	657	36,438

* Not determined.

BOARD OF SCHOOL EXAMINERS.

	Elementary		High School		Special	
	Men	Women	Men	Women	Men	Women
Certificates Granted:						
For 8 years	2	10	3	2	1	1
For 5 years	18	130	21	14	18	37
For 3 years	11	51	1	10	14	38
For 2 years	15	179	14	21	22	120
For 1 year	12	79	7	7	33	142
Failed	7	30	9	4	2	13
Totals	62	479	55	58	90	351

GRADUATION EXERCISES

Hughes High School, Madisonville High School, Walnut
Hills High School, Woodward High School,
Music Hall, June 6, 1913.

Program of Exercises.

Processional March—Coronation March..................*E. Kretschmer*
Chorus, "Sing to the Lord"..................................*Joseph Haydn*
Invocation ....*Rev. George A. Thayer*
Chorus, "Honor and Glory"...........................*Sir Michael Costa*
Speaker for Hughes..............................Carl A. Guckenberger
Subject, "The Source of Public Sentiment."
Chorus—(*a*) "The Wanderer"..........................*Franz Schubert*
(*b*) "Habanera," from Carmen"........................*G. Bizet*
Incidental Solo by Marie Hughes.
Speaker for Walnut Hills..................Carleton Frederick Davidson
Subject, "The Philippine Question."
Chorus—(*a*) "My Little Cuban Maid"......................*Joseph Surdo*
(*b*) "The Yeoman's Wedding Song"...... *Prince Poniatowski*

Ding, dong, I love the song,
For it is my wedding morning,
And the bride so gay, in fine array,
For the day will be now adorning.
Though I've but little wealth, but sov'reign health,
And am but a yeoman free,
When heart joins hand, there's none in the land
Can be richer in joys than we.
Ding, dong, we'll gallop along,
All fears and doubting scorning;
Through the valley we'll haste,
We've no time to waste,
For this is my wedding morning.

Ding, dong, my steed, hie on;
List, the bells are gayly ringing;
Through the vale resounds their sweet refrain;
Speed! oh, speed away, then, while the bells are klinging!
The sun is high in morning sky,
And the lark o'er our heads doth sweetly sing
A bridal song, as we gallop along,
Keeping time to the bells as they ring.
Ding, dong, etc.

Speaker for Madisonville...........................Allen Sidney French
Subject, "Duties of American Citizenship."
Chorus—The combined Girls' Glee Clubs of Hughes, Walnut Hills and Woodward.
(*a*) "The Snow"..................................*Edward Elgar*
(*b*) "Night Song"....................*Florence Newell Barbour*
Solo by Marie Hughes.
Speaker for Woodward..........................Amelia Jeanette Nagel
Subject, "Ideal Home and Ideal Government."
Chorus—(*a*) "Good-bye" ....*E. Paolo Tosti*
Solo by Stanley Pounsford.
(*b*) "The Day is Declining"..............*H. L. D'Arcy Jaxone*
Remarks—Dr. Charles Gregory Smith, President Union Board of High Schools.
Conferring of Diplomas—Randall J. Condon, Superintendent of Schools.
Chorus—"America" ....All
Presiding Officer, Dr. Charles Gregory Smith.
Musical Director, Louis E. Aiken. *Organist,* J. Warren Ritchey.

GRADUATES

HUGHES HIGH SCHOOL.

Aichholz, Raymond
Aiken, Amy B.
Alms, Flora F.
Altamer, Harold M.
Althaus, Kenneth
Andress, Amelia Deborah
Andrew, Elizabeth
Auer, James S.
Aug, George C.
Ayer, Dorothy Pearl
Barley, Edna McClure
Barth, Florence
Bauer, Corinne C.
Buer, Paul J.
Becker, Walter Stanley
Behle, Elfrieda Dina
Behle, Emma Johanna
Bell, Herbert Haughton
Betscher, Virgie A.
Birchard, Stanley Johnston
Bischoff, Howard A.
Bogen, Jessie
Boss, Ralph L.
Brestel, Gertrude
Brinkman, Laura R.
Brown, Darwin S.
Buente, Sibyl
Buhrman, Harry O.
Bullerdick, Ellen
Burgoyne, Helen Henderson
Burns, Alan L.
Burns, John C., Jr.
Byer, Esther G.
Caine, Helen Graver
Caldwell, Tirzah
Campbell, Catherine A.
Carothers, Tom A.
Clift, May
Cook, Dorothy May
Cook, Flora Kathyrn
Creager, Harry M.
Crider, Vera Madeline
Cross, William T.
Crouse, Ernest C.
Crowe, Eunice Marie
Daly, Mary C.
DeLong, Bonnell
Dempsey, John C.
Dettmer, Christian H.
Dhonau, Raymond H.
Dorn, Esther S. A.
Dreifus, Samuel D.
von Egloffstein, Selma C.
Elhoff, Erwin J.
Emminger, F. W.
Evans, Dorothy H.
Evans, Hazel Eileen
Farbach, Richard H.
Faulkner, Daisy Dean
Fels, Ida Jeannette
Ferry, Dorothy Witherby
Feth, Herbert G.
Fischer, Frederick A.
Flagler, Marjory C.
Fleming, Gladys R.
Fleming, Mary Louise
Fleming, Walter L.
Fogel, Joseph Philip
Frank, Felicia
Frankel, Herbert G.
Freer, Robert E.
Gale, Ruth Evangeline
Gang, William E., Jr.
Goettsch, Marianne
Goodall, William R., Jr.
Gough, William K.
Grad, Minnie
Gregg, Clifford C.
Gregson, Anita Hull
Gregson, Marie Kerfoot
Grossman, M. Ralph
Grothaus, Ethel Louise
Grueninger, Bertha
Guckenberger, Carl A.
Guckenberger, Thelma K.
Hall, Frank K.
Hannaford, Roger E.
Harrison, Willa L.
Hartmann, George E.
Heile, Elmore B.
Heinrichsdorf, Elmore M.
Heisel, Gertrude Sophia
Helbig, Carl F.
Helbig, Elmer J.
Heldman, Irma Sara
Helmers, Irene L.
Hendricks, Louis J.
Henlein, Herbert G.
Hensel, Emma Norma
Herbert, Eleanor Marguerite
Herrlinger, Cordelia M.
Hesse, Melvin J.
Hiller, Carl A.
Hills, Marie
Hilsinger, Clifford
Hoberg, Herman H.

Hodapp, George H.
Hollis, Marjorie Frances
Hollman, Hazel Valerie
Holloway, Clarence
Hughes, Marie E.
Hutzler, Mildred M.
Hutzler, Naomi
Hyler, Anna Louise
Hyler, Genevieve Adell
Jackson, Vivian
Johnston, Julia
Joyce, Lily May
Keller, Adeline
Klahm, John H.
Koch, Helen C.
Koerbitz, Alma R.
Kohlmann, Irwin L.
Kolling, Nettie
Kramer, Ula C. Valesca
Lewin, Adolph M., Jr.
Lichtman, Stanley
Lindsay, Thomas C.
Lipschitz, Mollie
Lobitz, Carl H.
Loehmann, Margie
Luebbe, William L.
Lueders, Paula Anna
Lyle, Donald J.
McCormick, Harold V.
McDonald, William J.
McKinley, Ruth Elizabeth
Machle, Helen A.
Mandeleil, Mamie
Mannbeck, George F., Jr.
Marcus, Jacob
Markgraf, Carl A.
Marks, Elias
Matre, Edna
Matre, Lilian
May, Helen
Meininger, Walter Fderederick Christian
Mendelsohn, Joe
Meyer, Bertha M.
Miller, Abraham J.
Miller, Dorothy
Mummert, Alfaretta Helena
Nelson, Clifford J.
Neuhaus, Alma
Ockrant, William
O'Connor, Edwin
Osborn, Josephine
Otten, Florence
Pagels, Charlotte Grace
Peaslee, Patricia Dorothy
Penick, Ethel
Perkins, Margaret
Perry, Belle
Perry, Fay
Pfau, Mildred
Pfeiffer, Ethel Louise
Pfriem, Elmer
Pichel, Marie
Popp, Elizabeth M.
Pulasky, Mary
Pyle, Mary A.
Quinlan, Ellen Dorothy
Reinecke, Lucy A.
Renner, Carolyn Norris
Richardson, Bayle
Robinson, Julia B.
Root, Ruth Isabella
Rosenbaum, Sophia Irene
Rosenberg, Corinne
Rosenberg, David
Rosin, Estelle
Royer, Lucile Marie
Ruckstuhl, Edwin William
Rueckert, Ruth
Ryan, Esther Elizabeth
Santen, Lillie
Scheer, Lucy Marie
Schneider, Arthur
Scholle, Clarence G.
Schroder, Pauline
Schultz, Charlotte Kathryn
Schwartz, William J.
Scully, Walter J.
Silverstein, Pearl
Skelton, Marie V.
Smith, Elsa
Sommer, Violet Holmes
Statler, David Clark
Staun, Meta
Stern, August L., Jr.
Stevens, Aurelia M.
Steward, Harold
Straus, Herbert C.
Streng, Arthur
Strubbe, Louis H.
Sudbrink, Elsie Wilhelmina
Switzer, Lucille D.
Tangeman, Helen
Tannian, Kathryn
Taylor, Dorothy Odessa
Taylor, Hannah Edna
Taylor, Harold B.
Taylor, Marguerite Aileen
Thomas, Cecilia
Todd, Fred C., Jr.
Tort, Sarah
Trinkle, Frederick
Tullis, Frank L.
Volkmann, Carl
Wagner, Helen
Wehrly, Ada Lucile

Weil, C. Ralph
Weinstein, Abe
Wente, W. Charles
Wides, Samuel
Wiese, Edwin O.
Woodson, Wilbur C.
Wright, Helen Louise
Wuest, Frank W.
Wulfekoetter, Gertrude
Zehler, Carl L.
Ziegler, Martha Gertrude

MADISONVILLE HIGH SCHOOL.

Allen, Ethel Genevive
Appel, Elsie
Austin, Joseph W.
Burkett, Dillard
Burkhead, Mary Alice
Chapman, Henry Gordon
Clark, Dorothy E.
Cooley, James M. L.
Cornuelle, Carl R.
De Mar, Stanley,
Fisher, John Howard
French, Allen Sidney
Hobson, Winton Lee
Holland, Rella Ellen
Hunt, Margaret C.
Jones, Margaretta Abigail
Kunschik, Emma A.
Laque, Florence Beatrice
McNeil, John Pehrson
Morrill, Elliott Wynne
Nelson, Onel B.
Richards, Pollie Ann
Ritchey, Helen Rogers
Schook, Mary Rose
Sullivan, Arthur J.
Wood, Kate Ellen

WALNUT HILLS HIGH SCHOOL.

Adamson, Harold David
Anthe, William P.
Baldwin, Millicent
Bentham, Harold W.
Beresford, Curtis R.
Braun, Ernst
Breed, Margaret Morton
Brock, Persis Fredericka
Brown, Elaine Caruth
Cantelon, Bertha Mae
Chatelier, Marguerite Marie
Corwin, Harriet Thomas
Cromwell, Elwood Louis
Davidson, Carleton Frederick
Davis, Edith Johanna
Douglas, Freeman S.
Dreeke, Fred L.
Droescher, Marie Elizabeth
Duke, Dorothy
Ely, Lawrence Sterling
Forman, Bertha Diane
Galloway, Marguerite Edna
Goetz, Edward John
Gromme, Emma Dorothy
Haney, Florence Ford
Hayes, Alice Dorothy
Hazelwood, Sara Elizabeth
Heard, Kathryn Mong
Helmich, Sylvia Louise
Heyl, Helen Marcella
Hildreth, Gordon Edwards
Hiller, Grace Redmond
Hoppe, Luella
Howland, Herman Chambers
Johnson, Frederic Augustus III
Klinge, Loretta
Landman, Solomon
Lee, Ida Marie
Littell, Hazel Grace
Littlejohn, Christine
McComas, Donald Richard
McGowan, Carolyn Lehman
Magly, Clifford Paul
Marsh, Julia Weidman
Michael, Lillian
Miller, Elizabeth Wilson
Oberhelman, Mildred Elizabeth
O'Hara, Laura Margaret
Perkins, Hildegarde
Plueddemann, Hugo R.
Poelking, Gertrude S. M.
Poole, John V.
Powell, Alma Hattie
Qualey, Walter David
Quinn, John Christian
Richardson, Arthur Fox
Rosenthal, Mark
Runck, Frances Roberta
Sachs, Marie
Salkover, Meyer B.
Schneider, Sarah
Speelman, Sanford Reed
Stevens, Dorothy Scovil
Stevenson, Everett Randolph
Tapke, Marie Josephine
Tashman, Rachel
Tracy, Caroline Barrett
Voss, Leroy Charles
West, Goldie Belle
Whitteker, Homan Payne
Wirthlin, William Howard
Wittkamper, Luella Marie

WOODWARD HIGH SCHOOL.

Albrecht, Edgar C.
Arnold, Emily
Arthur, Gwendolyn M.
Backus, Anna
Baer, Cara A.
Bagel, Walter
Ball, Sue Addie
Beck, Edna Elynar
Beck, Eva
Becker, Mae M.
Benjamin, Edith
Benson, Edith Frances
Bitter, Viola Marie
Bobe, Helen Elizabeth
Boden, Rose Melba
Bogdanoff, Jacob
Braunwart, Helen Louise
Brueggeman, Harriet Sweeney
Burgoyne, Michael Howard
Butterfield, Asa
Butterfield, Bryant Sydney
Carr, P. D.
Clift, Alfred
Coffey, Cathryn
Croake, William
Dandridge, Ruth Ella
Davis, Garnett
DeArmond, Ivan
Dell, George Werner
Deprez, Alice Julia
Doering, Lillie Josephine
Doll, Virginia
Donnelly, Lawrence
Donovan, Grace Lucille
Dunn, Lillie
Emmitt, Mildred
Engelhardt, Edward Charles
Evans, Creamus
Eveland, John E.
Fallon, William
Farlice, Elnetta
Fialco, Harry
Fox, Eugene
Fox, Irene Ohio
Fromme, Arthur G.
Gardner, Irene
Gartelman, Clifford Adam
Gates, Elizabeth Helen
Geenberg, Henry
Gerstle, Joseph Peter, Jr.
Grothus, Naomi
Grubbs, Ralph R.
Haefner, Elsie A. E.
Hagans, Lovela
Hamond, Winfield
Handman, Helen Janet
Hartley, Lester Edward
Hartzell, Ruth M.
Harwood, Paisley B.
Haslinger, Emma S.
Hauck, Emilie Margaret
Hauck, George W. W.
Hauck, Roland M.
Haupt, Ilse E.
Haupt, Walter
Hilberg, John, Jr.
Hill, Eugene M., Jr.
Hill, Joanna
Hinnenkamp, Alice H.
Holdt, Margaret Marie
Holzberg, Julius
Hughes, Inez
Huheey, Anna Isabel
Humphries, Bessie L.
Hunt, Helen M. J.
Hunt, Mary Esther
Ingram, Lila Albirda
Israel, Edward L.
Jones, Amanda Corinne
Jones, Bessie
Kaplan, Jennie Bell
Kemp, Lawrence
Kemper, Grace
Kincaid, Earle Belmont
Kinyon, Harold
Kisker, Lillian Sophia
Kroeger, Gustav H.
Krueger, Justine
Kuhn, Elsie Margaret
Lang, William George
LeClere, Mildred
Lindsey, Anna Marie
Lindsley, Allen Moore
Lusby, Helen Alison
McCarthy, Alice Marie K.
McDaniel, M. Rita
Maffey, Jeannette Eleanor
Maienschein, Carl
Mann, Helen Falconer
Markowsky, Hyman
Martin, Myrtle Irene
Matson, Pansy
Mayer, William E
Maynard, Julian Louis
Meister, Charles W. A.
Miller, Viola Mildred
Mitchell, Mary Lucile
Montgomery, Belle Lucille
Moreland, Jennie L.
Morlock, Ada
Morris, James
Murphy, Elizabeth

Murray, W. Lillian
Nagel, Amelia Jeanette
Nash, Irma D.
Neu, Katherine
Newbigging, Albert B.
Nichols, Marie
Nicholson, Susan Louise
O'Donnell, Philip
Oehler, Alice E.
Oehlschlaeger, H. Fred
Ottenjohn, Ralph F.
Penn, Julius F.
Perin, Florence May
Peters, Walter Frederic
Pressler, Louise Caroline
Price, Pauline
Prothro, Mae Willa
Ragan, Maude B.
Ross, Frances Moyer
Sachs, Hyman
Schaengold, Sam S.
Schafer, Harry Herman
Schilling, Hilda
Schoenwandt, Helen B. M.
Schuchardt, Ceceila
Sebastian, Elsie M.
Segal, Harry
Shafer, Howard M.
Shafer, Ralph N.
Shelley, Charles
Shelley, Gertrude Elizabeth
Shepherd, Mary Elizabeth
Sherman, Grace Ayers
Short, Marie B.
Shorter, Selmarita
Silverman, Celia
Smith-Gaddis, Alice
Smith, Raymond Thomas
Spangenberg, Otto Gilbert
Staats, Chester
Storch, Edith J. W.
Stutzmann, Esther Olga
Tennison, Robert Carl
Toepfert, Paul A.
Troy, Clara Elizabeth
Valerio, Bernice
Vanderbilt, Ethel
Venosa, Philip Angelo
Wait, Blanche Ellen
Waldo, Caroline
Walton, Ruth Way
Watkins, Anna Mae
Weber, Elsie Margaret
Werfelmann, Elmer H.
Wersel, Frank B.
Wheeler, Zelma
Whitney, Ruth
Wickemeier, Paul August
Widmeyer, Agnes I.
Wilson, Ethel Viola
Winkfield, Martha A.
Wittich, William
Wolter, Ethel Angeline
Wrede, Edwin C.
Wysong, B. Corinne
Zumbiel, A. Mildred

GRADUATION EXERCISES

HARTWELL HIGH SCHOOL, PARK AVENUE M. E. CHURCH,

JUNE 4, 1913.

PROGRAM.

Chorus—"Sing On"..*Denza*
Hartwell High School Choir.
Prayer ....Dr. Chas. E. Walker
Piano Solo—"Woodland"......................................*Wyman*
Carmel M. Kennedy.
Oration—"Hep"...................................Robert Miller Hunter
Soprano Solo—"One Spring Morning"............................*Nevin*
Elsie M. Northway.
Address—"Twentieth Century Citizenship"....................
...........Dr. Harry Andrews King, Pres. Moores Hill College
Violin Solo—(*a*) "Cavatina" ....*Raff*
(*b*) "Ave Maria"...................................*Gounod*
Mr. Gustav Clemens. Accompanist, Prof. Walter Aiken.

Presentation of Diplomas..
........A. D. Shockley, Esq., Pres. Cincinnati Board of Education
Chorus—"Merry Birds"..*Gumbert*
High School Choir.
Benediction.

GRADUATES

Julian Byers
Margaret Campbell
Grace Magdalene Crum
Edwin Graham Flower
Lee Ella Hamilton
Robert Miller Hunter
Aline Webster Hutchins
Milton Lacey
Helen Roberta Lindsay
Grace Marguerite McKeag
Lucille Hunter Swearingen
Anna Harriet Turner

GRADUATION EXERCISES

PLEASANT RIDGE HIGH SCHOOL, SCHOOL AUDITORIUM,

JUNE 3, 1913.

March—"St. Edmund" (Orchestra)........................*H. Fillmore*
Invocation ....Rev. F. Hohmann
Chorus—"God of Our Fathers"...................................*Haydn*
Salutatory—"Mothers' Associations"...................Irene M. Taylor
"The Aeroplane" ....Russell E. Forshee
Chorus (*a*) "Gypsy Song" ....*J. Hill*
(*b*) "May Time" ....*T. Roeckel*
"Women and Children in Industry"....................Edna L. Brach
Overture—"Diadem" (Orchestra)...........................*Herman*
"Scientific Farming" ....Alexander M. Bain
High School Double Quartet—"Love's Old Sweet Song"....*T. L. Molloy*
(Incidental Solo by Frances McClelland)
Resolved, That Natural Monopolies Should be Owned and Operated by Municipalities.
Affirmative—James C. Haigh, Harry A. Witte.
Negative—Ralph L. Hinds, Louis F. Wormus.
Chorus (*a*) "All Through the Night"...................Welsh Melodies
(*b*) "In Old Madrid"...................................*Trotere*
Class Address—"America's Contribution to Civilization"..G. William Cox
Sextette from Opera "Lucia" (Orchestra)....................*Donizetti*
Class Phophecy ....Eloise Tobin
Vocal Solo—"Spring time" (*Becker*)...........Frances C. McClelland
Violin Solo—"Adoration" (*Borowski*)....................Anna B. Haigh
Valedictory—"Looking Forward"............................Esther Ranz
Chorus—"Let the Hills and Vales Resound"............Brinley Richards
Presentation of Diplomas..
............Mr. A. D. Shockley, Pres. of the Board of Education
March—"American Soldier" (Orchestra)..........................*Myer*
Benediction ....Rev. Walter W. Kent
Accompanists—Anna Marshall and Olive Hunt.
Music furnished by Woodward High School Orchestra.

GRADUATES

Alexander Major Bain
George William Cox
Russell E. Forshee
James Clay Haigh
Ralph L. Hinds
Harry August Witte
Louis F. Wormus
Rita Aiken Bedient
Edna Lydia Brach
Rebecca Carolyn Buxton
Jessie Inez Cosbey
Clara Louise Forste
Anna Baker Haigh
Hazel Elizabeth Hammel
Bertha Louise Hoehn
Frances Cecelia McClelland
Mary Florence Messham
Esther Ranz
Irene Marshall Taylor
Eloise Tobin

GRADUATION EXERCISES

NIGHT HIGH SCHOOLS, MUSIC HALL, JUNE 5, 1913.

1. Procession March..............Mr. Frederick J. Hoffmann, Organist
Entrance of Graduates
2. "Italia" ....*Donizetti*
Night School Chorus.
3. Invocation ....Rev. O. L. Seward
4. Essay ...."Character, the Greatest Possession"
Tess Frederick, West School.
5. "The Day is Declining"..................................*Jaxone*
Night School Chorus.
6. Oration ...."The Pursuit of Happiness"
Bertram W. Jenkins, East School.
7. Piano Solo (*a*) "Liebestraüme" (Dream of Love")..........*Fr. Liszt*
(*b*) "Beautiful Blue Danube"....................*Strauss*
Miss Mary Frederick, West School.
8. Essay ...."The Importance of Proper Housing"
Bertha Reitzes, East School.
9. Tenor Solo (a) "La Tosca"...............................*Puccini*
(*b*) "Still wie die Nacht"........................*Bohm*
Mr. William Novitch, Night School Chorus.
Miss Belle Oury, Accompanist.
10. Oration—"The Panama Canal and Its Influence on the United States."
William Wesley Wehrung, West School.
11. "The East Night High School March".....................
....................Words by Bertram W. Jenkins, East School
........................Music by Andrew Herold, East School
Night School Chorus.
12. "The Outlook"........................Professor Frederick C. Hicks
Dean of the College of Commerce, University of Cincinnati.
13. "The Bells of St. Mary"....................................*Rodney*
Night School Chorus.
14. Conferring of Diplomas..................................
...............Mr. Albert D. Shockley, Pres. Board of Education
15. "America" ....Chorus and Audience

Presiding Officer—Dr. Charles Gregory Smith.
Chairman, Committee on Night Schools, Board of Education, and
President of the Union Board of High Schools.
Mr. Walter H. Aiken, *Musical Conductor.*
Miss Frieda Winter, *Pianist.*

GRADUATES

EAST SCHOOL.

Academic.

Aardsma, Alice
Adler, Clarence James
Albert, Charlotte M.
Arnold, John J.
Banzhaf, Harry Paul
Bechtold, Frank J.
Bell, Tasso E.
Benzinger, Ervin
Bertsche, William
Beyer, Abbie
Blackburn, John A.
Bland, Frank W.
Brandt, Marie
Buchanan, Charles B.
Cohen, Nelson
Connolly, Ethel M.
Conrad, Max A.
Coombs, Joseph E.
Curry, Elzie C.
Dawson, Lucy E.
Dorna, Charles J.
Dossman, Edward A., Jr.
Dulle, George, Jr.
Echert, A. David
Eisenman, Morris L.
Eisenschmidt, F. Emma
Elsche, Estella
Entner, Julius F.
Erksine, Huldah
Fanning, Joseph V.
Fingerhut, A. E.
Fishburne, Albert
Fortlage, Carl E.
Frech, Charles J.
Frech, George W.
Fuller, Fred W.
Gadd, Peter R.
Gambs, James J.
Ganzert, Elsie C.
Geier, Andrew
Geyer, Edith B.
Gibbs, Clinton
Graf, Viola Mary
Haller, Herbert L. J.
Haefner, Margaret
Hanau, Alma L.
Hartman, Robert J.
Hauck, Carrie
Heck, George L.
Hinborn, Meta A.
Hoffmeister, Carl A.
Homan, J. Bernard
Jenkins, Bertram W.
Jordan, Elsie A.
Kalmansohn, Jacob
Katker, William C.
King, Clinton B.
Klein, Alvin
Knapp, August J.
Koepke, John A.
Kolker, Benj. W.
Kuhlman, Matilda
Lay, Grace
Ling, Harry A.
Lingo, Mary B.
Lostroh, Emma
Lyon, Harry Forest
McCassy, Malcolm J.
McGee, Clara
Mall, Arthur
Manthey, John E.
Margolis, Max K.
Markley, Alma Ruth
Markus, Irene
Markward, Chester
Meiners, Frank X.
Merland, Elise
Meserth, Albert
Moore, Rae Maude
Mueller, Edith R.
Neumann, Elsie
O'Meara, Marguerite
Pardi, Carrie
Partymueller, Gertrude E.
Pfeifer, Emma R.
Pfitzer, Theo. G.
Picker, Adolph
Plettner, Clifford R.
Poetker, John F.
Potrafke, Augusta
Rehn, Robert B.
Reid, James W.
Reiner, Irving
Reitzes, Bertha
Renner, Raymond J.
Riehle, Arthur P.
Rodenberg, Albert H.
Rosen, Nathan
Rouda, Alvin H.
Rubinovz, Bessie W.

Rudolph, Roy J.
Saxe, Samuel I.
Schmidt, Joseph F.
Schrinner, Henry C.
Schrinner, William
Schroeder, Henry F.
Schuman, Rae
Schwartz, Henry
Sicking, May
Seimer, Mamie
Spritz, Sidney D.
Stein, J. Harry
Swis, Arthur B.
Swope, Josie
Tatgenhorst, Wm.
Thomas, Beulah
Varrelmann, Anna M.
Varrelmann, Louise K.
Vince, Anna E.
Walker, Luella
Weber, Alvin A.
Weisenfelder, Frank M.
Wheeler, James L.
Whiting, Edward
Wilkoff, Leo S.
Wilson, Raymond J.

Bookkeeping.

Ader, Jennie E.
Addison, Gertrude
Andriessen, Hortense E.
Blattner, Irene
Braun, Robert G.
Brinkman, Mabel
Brown, Nellie F.
Carney, William T.
Chaffin, Frank D.
Chambers, Elmer E.
Chenal, William F.
Davis, Ada M.
Decatur, Arthur
Dickens, Merwin
Dietrich, Louise
Dirr, Alma
Dulle, Elmer H.
Eakins, E. L.
Eble, Walter
Endres, William
Federmann, Charles
Foerstel, George A.
Forney, Julian R.
Foster, William F.
Gartner, Theresa
Gates, June R.
Grad, Edward A.
Gringel, Carl H.
Graszus, Walter W.
Groene, Mae
Grunder, Amelia
Hahn, Rudolph M.
Haller, Hugo A.
Hetteberg, Raymond C.
Heyob, Margaret
Hoh, Frank C.
Holthaus, Alfred F.
Hopkins, Wayland M.
Howe, Nelson
Hughes, Agnes
Jaeger, Irma
King, Clifford D., Jr.
Kopittke, Hulda
Krumer, Stanley
Krumpe, George V.
Kunze, Clara Anna
Liebrich, Otto
Lobnitz, Howard
Loftus, Nellie A.
Lunne, Anna
McGrath, Bernard
McKernon, J. Earl
Marx, Bertha M.
Marz, Charles
Mathes, Matilda
Maytum, Rodney L.
Melrose, Belle
Miller, Lee A.
Motsch, John
Muehlberger, Minnie
Mueller, F. Edward
Mueller, Edward
Mueller, Esther P.
Neubauer, Clarence B.
Oenbrink, Johanna
Ossege, Kathryn
Pearson, Ethel
Peters, Ethel
Richert, R. J.
Rieckhoff, Herbert
Rhodes, Fred O.
Schaefer, F. G., Jr.
Schoenebaum, John
Schneider, Carl S.
Schulz, Fred H.
Schwegel, August
Scott, Herman D.
Seubert, John A.
Sibler, Edgar G.
Smith, Kenneth
Sorg, Alma
Struever, Julius H.

Sucher, Helen S.
Taske, William E.
Theis, Harold G.
Thielen, William
Thompson, Kelly
Ullman, Edwin C.
Varnau, Mary F.
Weissenberger, Marie
Werner, Edna E.

Stenography.

Anderson, Flora M.
Anderson, Lillian
Bickel, Nellie
Boers, William
Boex, L. Francis
Bradley, Sadie C.
Braun, Marie
Braunagel, Hazel A.
Breen, Edith
Buckwald, Charles
Carney, Helen M.
Dames, Lillian
Degischer, Gertrude
Deller, Mabel
Denker, Jeannette
Dieringer, Marie C.
Feitchner, Jacob
Feldman, Gertrude Marion
Finn, Charles T.
Fitzmaurice, Florence
Geier, Marie
Golter, John
Graf, Margaret L.
Hand, Stella
Harting, Viola
Hasel, Albert
Hasenzahl, Matilda
Hennecke, Carl L.
Hering, Minnie
Hirlinger, Philip
Hirschfeld, Lidwina
Hooke, Ruth C.
Horn, Anne E.
Jackson, Florence E.
Jasper, Tessie
King, Charles E.
Kohl, Mary
Kunze, Martha
Lang, Charles L.
Luerck, Bernard J.
Luerck, Frederick F.
Loftus, Eleanor
Matheis, Naomi
Mauch, Olga
McGrath, W. L.
Mallet, Anna L.
Matre, Joseph J.
Medicus, Emma
Mehring, Elizabeth
Meyer, Josie
Meyers, Richard W.
Morris, Hazel
Noel, Frieda
Nolan, Edna
Partymueller, Laura E.
Pohlman, Marie
Purcell, Alice E.
Risch, Irene M.
Rose, Loretta
Ruths, Esther C.
Sanders, Herman
Sands, Anthony P.
Schmid, Emma
Schmidlin, Alphonse A.
Schwaighert, Paul
Schwettman, Harry
Smeddinck, Marie
Stautberg, W. H.
Thomas, Marguerite E.
Thieman, Clara
Trieschman, Eleanor
Ungubuehler, Lillian
Volz, Albert C.
Wells, Cora
Wininger, Elizabeth L.
Woelfel, Rosa

WASHINGTON SCHOOL.

Bookkeeping.

Burns, Caroline L.
Fallo, Irene
Gassner, Milton
Hattendorf, Otto
Hesse, Walter
Hutten, Corrinne
Klayer, Elmer
Luebke, Albert
Mathews, Albert
Parker, Clara
Price, Stanley
Schnittger, Norma
Schuster, George
Schwenker, Otto
Wagner, Raymond

Stenography.

Brunner, Louis
Evans, Rena
Francis, Alice
Klahm, John
Kreis, Hilda
Mulhauser, Ida
Ochs, Marie
O'Keefe, Nora
Riehl, George
Rubley, Ida
Steinmetz, Thekla
Schoenfeld, Hilda
Shuman, Frieda
Wellman, Annie
Wodrich, Ella

WEST SCHOOL.

Academic.

Bloom, Nanette
Bossemeyer, Amanda L.
Doerner, John D.
Elberfeld, Marie
Frederick, Mary M.
Frederick Tess
Grad, Jacob
Grossman, John
Huevelmann, Alf. J.
Joest, Elmer J.
Laib, Pauline L.
McNeal, Harry B.
Moeller, Elvera M.
Nieman, Herbert A.
Pevsner, Samuel
Rupprecht, Minnie C.
Rupprecht, Elnore A.
Sand, Walter C.
Schneider, Fredk. J.
Shaw, M. Ellen
Shokler, Morris
Springmeier, Selma Dorothy
Stoeckel, Jos. F., Jr.
Wehrung, Wesley W.
Wise, Benj. G.
Woellner, Robert
Woirol, George

Bookkeeping.

Armbrust, Arthur A.
Bischoff, William H.
Blomker, George F.
Bloebaum, Carl H.
Bogrow, Louis
Clark, Clifford E.
Deiters, Alfred H.
Dodson, Lee
Flanagan, Charles E.
Grad, Samuel G.
Hall, John A.
Helm, August
Hoppe, Edward F.
Koehler, Albert S.
Lidska, Isaac
Lauterbach, Frieda
Mersman, Leo H.
Peter, Carl A.
Peterson, Bertha
Poynter, Frank
Reuter, Geneva I.
Schorr, David
Schindler, William F.
Sturla, Harry L.
Schecter, Dena
Staffen, Florence
Wilson, Howard M.
Wolfhorst, Edward
Wierhake, Mildred E.
Wesselman, Marie F.

Stenography.

Bauer, Anna E.
Berger, Marie
Berlekamp, Mildred E.
Bohn, Esther L.
Brockhoff, Marie C.
Carson, Alice M.
Cunningham, Ethel
Dawes, Lillian B.
Doerger, Clara M.
Fischer, Harry J.
Fitzpatrick, James J.
Goldberg, Lena

Greenberg, Marie
Griffith, Edith I.
Grote, Loretta M.
Hartley, William S.
Hunt, Albert G.
Hargy, Frank
Klasing, Rose M.
Koo, Lillian
Korfhagen, Clara H.
Korfhagen, Lily M.
Luhrman, Clifford G.
McMahon, Anna B.
Maloney, Helen M.
Moeller, Eunice J.
Morrisey, Thomas
Piates, Stella
Rassell, Samuel
Samuels, Morris
Schulte, Fred'k W.
Seitzer, Robert
Selzer, Eva
Sinclair, William D.
Stahley, Ethel T.
Stoll, Nettie C.
Super, Estelle
Tostige, Josephine
Vail, Marie
Vogt, Sophie F.
Weingartner, Loretta L.
Wilansky, Carrie
Wilansky, Dena
Winter, Edna I.
Winterhalter, Josie E.
Weber, Dora R.
Westmeyer, Glenn J.
Zink, Rose M.

DEATHS OF PUPILS

NAME	AGE	SCHOOL
Orvill Armstrong	15 years	Woodward
Therza Arn	7 "	Twentieth District
Edward Ayer	5 "	Twenty-second District
Elsie Bassowitz	10 "	Sixth District
Clarence Bentel	5 "	Westwood
Margaret Best	10 "	Raschig
Bernard Block	12 "	Dyer
Florence Black	8 "	Hoffman
George Bolen	5 "	McKinley
May Bramlette	17 "	Hughes
William Brisckley	7 "	Warsaw
Harry Brison	14 "	Guilford
Eleanor Burkhardt	7 "	Twentieth District
Edna Burns	7 "	Douglass
William Caldwell	9 "	Douglass
John Chavkin	8 "	Eleventh District
Frank Charistian	16 "	Douglass
Pearl Cormican	11 "	Bloom
Edith Connelly	6 "	Mt. Auburn
Wilson Crum	12 "	Dyer
Helen Desmond	14 "	Westwood
Florence Dickman	12 "	Sands
Georgine Doebrick	6½ "	Webster
Helen Foehl	8 "	Sands
Samuel Fry	8 "	Windsor
Otto Garland	15 "	Mt. Auburn
Thereasa Gattyan	12 "	Oakley
Beatrice Gill	7 "	Douglass
Mathilda Goodall	6 "	Eleventh District
Verna Gordon	5 "	First District
Freda Grad	14 "	Woowdard
Lillian Grewe	15 "	Peaslee
John Griffith	9 "	Riverside

NAME	AGE	SCHOOL
Martha Gudijohn	6 years	Washington
Emma Genderloy	5 “	McKinley
Adolph Halfter	5 “	Sands
Paul Harvesten	7 “	Evanston
Elsie Hasselbach	14 “	Chase
Lauretta Held	5 “	Washington
Lulu Hogan	8 “	Douglass
Margaret Hopkins	5 “	Peaslee
Carl Joehring	15 “	Hughes
Earl Jack	8 “	Oakley
Harold Jones	9 “	Morgan
Hyman Kabakoff	10 “	Sherman
Collier Keepers	5 “	McKinley
Alice Lang	6 “	First District
Helen Lauman	11 “	Raschig
Earl Lloyd	8 “	Westwood
Hazel Malcolm	11 “	Columbian
William Matthy	5 “	Sands
Cecil Mullen	14 “	First District
Luella Nagel	8 “	Sands
Irene Neal	15 “	Central Fairmount
Minnie Netter	12 “	Dyer
Leo Newburg	9 “	Avondale
Dorothy Peterman	12 “	Madisonville
Harry Radcliffe	12 “	Morgan
Bernard Rotti	6½ “	Twenty-fifth District
Eli Ratz	12 “	Sands
Frank Reif	6 “	Thirtieth District
Fred Reinhardt	8 “	First District
Jacob Richards	11 “	Twenty-third District
Brunhilde Rogge	7 “	Windsor
Elmer Rolf	9 “	Windsor
Leonard Rosenbaum	16 “	Hartwell High
Ruth Schaffhauer	7 “	Twenty-third District
Emil Schlagel	6 “	Garfield
Margaret Schroeder	9 “	Columbian
Clarence Schulte	10 “	Morgan
Hazel Sigel	10 “	McKinley
Floyd Smith	11 “	McKinley
Osa Snell	12 “	Oyler
Mildred Stover	8 “	Oyler
John Toth	6 “	Twentieth District
Edna Waters	6 “	North Fairmount
Ruth Weitzel	13 “	Clifton
Richard Welti	12 “	Mt. Auburn
Clyde Wenert	5 “	Lincoln
Josephine White	12 “	Jackson
Clarence Williams	7 “	Eleventh District

PUPILS ENTITLED TO DAY BEQUEST TICKETS

JUNE, 1913.

Elementary Schools

Fifth District	Walter Owens
Eleventh District	Esther Weddendorf
Twenty-second District	Esther Cohen
Twenty-third District	Elsie Tatgenhorst
Twenty-fifth District	Marjorie Stewart
Thirtieth District	Henrietta Baechle
Avondale	Hazel Beal
Bond Hill	Edna Steinegeweg
Carthage	Ruth Morrison
Central Fairmount	Amor Schuette
Clifton	Marcella Schaufert
College Hill	Aline Hesterberg
Columbian	Katherine Kern
Douglass	Hugh Watson
Dyer	Flora Gordon
Evanston	Hugh Ungeheuer
Garfield	Charles Schilling
Guilford	Stanley Clark
Harrison	Elmer Breuer
Hartwell	Viola Stuerwald
Highlands	Harriet Alvin
Hoffman	Earl Meyers
Horace Mann	Chase Davies
Hyde Park	Eleanor J. Axline
Kirby Road	Mary Stephan
Lincoln	Jane Evans
Linwood	Ralph Whitaker
McKinley	Henrietta Leist
Madisonville	Mary Gestman
Morgan	Francis Leslie
Mt. Adams	Ada Linnemann
Mt. Auburn	Archie Carson
Mt. Washington	Ellen Bound
North Fairmount	Elsie Garling
Oakley	Alice Hilgemeier
Oyler	Martha Fisher
Peaslee	Marguerite Katenbrink
Pleasant Ridge	Edith M. Durrell
Raschig	Herman Greenberg
Riverside	Hugh Hoffman
Sands	Eva Hauch
Sayler Park	Harold Schrover
Warsaw	Mabel D. Hall
Washington	Lydia F. Sudbrink
Westwood	Gertrude Ketterer
Whittier	Erna E. Conrad
Windsor	Lillian M. Smith
Winton Place	Henry E. Greber

HIGH SCHOOLS

Hartwell ....Helen Staff

Hughes:

A Grade..................Margaret Hasemeier, Esther Knab,
..........................Hazel Selby, Marie Sturwold
B Grade............Nelson Brooks, Sylvia Byer, Loretta Schulte
C Grade..........Fanny Des Jardins, Jack Merten, Dorothy Sisson

Madisonville ....Iva Jernegan, Catherine Swing

Pleasant Ridge ....Pauline L. Raine

Sayler Park ....Anna Stephens

Walnut Hills:

B Grade..Ruth Altman
C Grade...Bertha Oeschler
D Grade...Alice DeBeck

Woodward:

B Grade...........Norma Askren, Etta Rardon, Oliver Rollwage
C Grade...............Mary Askew, Helen Hartman, Vada Roush
D Grade.............Elizabeth Gates, Iolene Leeyer, Nat Nathan

TABLES OF STATISTICS

ACCOMPANYING

ANNUAL REPORT

KEY TO NAME OF SCHOOLS

Former Name	*Present Name*
Second District	Guilford
Third District	Morgan
Fourth District	Fulton
Seventh District	Jackson
Eighth District	Sherman
Tenth District	Raschig
Eleventh District	Washburn
Thirteenth District	Webster
Fourteenth District	Sands
Sixteenth District	Mt. Auburn
Seventeenth District	Highlands
Eighteenth District	Washington
Nineteenth District	Hoffman
Twenty-first District	Oyler
Twenty-fourth District	McKinley
Twenty-sixth District	Chase
Twenty-seventh District	Bloom
Twenty-ninth District	Harrison
First Intermediate	Dyer
Third Intermediate	Peaslee

TABLE No. I.

Enumeration of Youth Between the Ages of 6 and 21 years, May, 1913.

WARDS	Youth Between 6 and 21 Years		Total	Youth Between 6 and 8 Years		Youth Between 8 and 14 Years		Youth Between 14 and 16 Years		Youth Between 16 and 21 Years		SCHOOL ATTENDED BY YOUTH								Total Number of Youth		Defective
												Public School		Church School		Private School		No School				
	M.	F.		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	White	Col'd	
First...........	1,640	1,650	3,290	278	286	666	706	226	226	476	432	885	968	254	240	15	20	486	422	3,250	40	14
Second.........	1,717	1,673	3,390	302	327	719	737	269	226	427	383	994	1,011	315	251	54	84	354	327	3,262	128	2
Third..........	2,116	2,160	4,276	340	333	767	768	245	274	764	785	1,084	1,039	335	366	131	136	566	619	4,074	202	2
Fourth.........	1,147	1,171	2,318	190	179	506	503	124	170	327	319	637	700	210	175	40	62	260	234	1,868	450	10
Fifth...........	1,389	1,413	2,802	237	235	604	595	180	219	368	364	302	295	555	554	13	22	519	542	2,753	49	7
Sixth...........	927	674	1,601	200	176	377	291	143	127	207	80	335	278	266	210	2	3	324	183	1,465	136	......
Seventh........	1,162	1,252	2,414	198	205	476	522	163	176	323	349	613	629	150	175	5	9	394	439	2,360	54	8
Eighth.........	868	913	1,781	121	134	373	388	110	101	264	290	430	424	140	179	8	12	290	298	1,756	25	8
Ninth...........	1,735	1,804	3,539	285	288	643	616	227	282	580	618	883	801	222	259	60	197	570	547	3,506	33	3
Tenth...........	1,648	1,611	3,259	219	248	680	659	194	215	555	489	681	672	354	335	6	7	607	597	3,236	23	7
Eleventh.......	1,856	1,752	3,608	301	277	731	757	213	223	611	495	910	837	291	305	19	18	636	592	3,602	6	5
Twelfth........	1,743	1,833	3,576	241	279	636	627	213	239	653	688	854	840	301	308	14	16	574	669	3,575	1	6
Thirteenth.....	1,320	1,570	2,890	189	218	537	560	179	184	415	608	670	711	202	202	133	181	315	476	2,761	129	6
Fourteenth....	1,905	1,737	3,642	259	239	782	691	240	209	624	598	694	644	432	328	19	21	760	744	3,605	37	5
Fifteenth......	1,309	1,351	2,660	208	219	574	609	184	170	343	353	697	726	162	159	19	26	431	440	2,546	114	2
Sixteenth......	2,152	2,003	4,155	509	496	667	661	187	248	789	598	929	931	354	377	16	14	853	681	3,485	670	......
Seventeenth...	1,655	1,626	3,281	260	279	684	685	205	192	506	470	543	529	435	439	12	19	665	639	3,103	178	5
Eighteenth.....	535	504	1,039	113	101	226	198	47	55	149	150	296	277	53	29	6	3	180	195	858	181	1
Nineteenth.....	1,733	1,609	3,342	268	244	792	752	197	201	476	412	813	737	375	354	29	33	516	485	3,274	68	1
Twentieth.....	2,571	2,598	5,169	529	437	836	898	459	500	747	763	725	618	936	910	101	241	809	829	5,155	14	4
Twenty-first...	1,464	1,462	2,926	254	269	521	563	239	212	450	418	577	544	270	282	48	54	569	582	2,897	29	......
Twenty-second	1,348	1,277	2,625	187	182	589	548	192	176	380	371	554	523	212	241	173	95	409	418	2,551	74	7
Twenty-third..	2,091	1,984	4,075	337	319	786	814	309	276	659	575	866	882	569	493	36	33	620	576	3,970	105	10
Twenty-fourth	2,269	2,086	4,355	394	415	849	775	326	314	700	582	906	841	491	449	24	40	848	756	4,256	99	12
Twenty-fifth...	1,300	1,275	2,575	218	187	487	475	177	184	418	429	739	678	134	124	52	81	375	392	2,528	47	2
Twenty-sixth..	1,354	1,412	2,766	244	205	536	540	172	185	402	482	823	799	153	164	19	28	359	421	2,655	111	11
Oakley.........	314	270	584	74	52	97	107	51	46	92	65	215	187	11	12	......	......	88	71	574	10	......
Pleasant Ridge	221	237	458	45	44	86	107	24	34	66	52	158	189	9	12	......	......	54	36	445	13	......
Totals......	41,489	40,907	82,396	7,000	6,873	16,227	16,152	5,495	5,664	12,767	12,218	18,813	18,310	8,191	7,932	1,054	1,455	13,431	13,210	79,370	3,026	138

TABLE No. II.

Number of Teachers Employed, not Counting Substitutes.

SCHOOLS	Number Different Teachers			Number Teachers Employed the Entire Year			Number Teachers Necessary to Supply Schools		
	M.	F.	Tot'l	M.	F.	Tot'l	M.	F.	Tot'l
1st District	3	23	26	2	21	23	2	22	24
5th District	2	11	13	2	8	10	2	9	11
6th District	4	23	27	4	23	27	4	23	27
11th District	4	28	32	4	28	32	4	28	32
12th District	3	18	21	3	16	19	3	16	19
20th District	4	19	23	3	19	22	3	19	22
22d District	3	17	20	3	14	17	3	15	18
23d District	3	20	23	3	19	22	3	19	22
25th District	3	13	16	3	13	16	3	13	16
28th District	3	16	19	2	15	17	3	16	19
30th District	5	17	22	3	17	20	4	17	21
Avondale	3	18	21	3	18	21	3	18	21
Bloom	4	17	21	4	16	20	4	16	20
Bond Hill	2	5	7	2	5	7	2	5	7
Carthage	2	12	14	2	12	14	2	12	14
Central Fairmount	3	9	12	3	9	12	3	9	12
Chase	5	18	23	3	14	17	3	16	19
Clifton	1	14	15	1	14	15	1	14	15
College Hill	3	10	13	3	10	13	3	10	13
Columbian	2	16	18	2	16	18	2	16	18
Douglass	6	19	25	6	17	23	6	19	25
Dyer	10	37	47	4	28	32	7	31	38
Evanston	2	12	14	2	12	14	2	12	14
Fulton	1	9	10	1	9	10	1	9	10
Garfield	3	17	20	3	17	20	3	17	20
Guilford	3	13	16	3	12	15	3	12	15
Harrison	2	9	11	2	9	11	2	9	11
Hartwell	1	8	9	1	8	9	1	8	9
Highlands	2	11	13	2	8	10	2	9	11
Hoffmann	4	17	21	4	15	19	4	17	21
Hyde Park	3	20	23	3	20	23	3	20	23
Jackson	3	19	22	2	18	20	2	18	20
Kirby Road	2	17	19	2	17	19	2	17	19
Lincoln	2	16	18	2	16	18	2	16	18
Linwood	1	10	11	1	10	11	1	10	11
McKinley	3	16	19	3	15	18	3	15	18
Madisonville	5	29	34	5	23	28	5	23	28
Mann	2	12	14	2	12	14	2	12	14
Morgan	4	18	22	4	17	21	4	18	22
Mt. Auburn	3	18	21	3	18	21	3	18	21
North Fairmount	4	9	13	4	7	11	4	8	12
Oakley	1	13	14	1	12	13	1	13	14
Oyler	3	17	20	3	15	18	3	16	19
Peaslee	3	12	15	3	11	14	3	11	14
Pleasant Ridge	1	9	10	1	9	10	1	9	10
Raschig	4	17	21	3	17	20	4	17	21
Riverside	4	12	16	4	12	16	4	12	16
Sands	10	30	40	5	25	30	8	27	35
Sayler Park	1	7	8	1	7	8	1	7	8
Sherman	4	21	25	3	18	21	4	20	24
Vine	2	14	16	1	13	14	2	13	15
Warsaw	4	25	29	4	24	28	4	24	28
Washington	2	20	22	2	18	20	2	19	21
Webster	2	11	13	2	6	8	2	7	9
Westwood	4	16	20	4	16	20	4	16	20
Whittier	3	18	21	2	17	19	2	17	19
Windsor	1	18	19	1	18	19	1	18	19
Winton Place	2	11	13	2	11	13	2	11	13
Day Elementary Total	179	931	1,110	156	864	1,020	167	888	1,055

TABLE II—Continued.

SCHOOLS	Number Different Teachers			Number Teachers Employed the Entire Year			Number Teachers Necessary to Supply Schools		
	M.	F.	Tot'l	M.	F.	Tot'l	M.	F.	Tot'l
Special Schools:									
Continuation (Apprentice)...	3	.....	3	3	.....	3	3	.....	3
Continuation (Compulsory):									
5th District	1	1	2	1	1	2	1	1	2
6th District	1	1	2	1	1	2	1	1	2
25th District	1	1	2	1	1	2	1	1	2
Dyer	1	1	2	1	1	2	1	1	2
Guilford	1	2	3	1	2	3	1	2	3
Kirby	1	2	3	1	2	3	1	2	3
Oyler	2	1	3	2	1	3	2	1	3
Sands	3	3	6	3	3	6	3	3	6
Washington	3	2	5	3	2	5	3	2	5
Winton	1	.....	1	1	.....	1	1	.....	1
Woodward	16	15	31	16	15	31	16	15	31
Continuation School Total	34	29	63	34	29	63	34	29	63
Blind	1	2	3	.....	2	2	1	2	3
Boys' Special	4	2	6	4	.....	4	4	.....	4
Open Air (Dyer)	1	1	2	.....	1	1	.....	1	1
Open Air (Warsaw)	.....	1	1	.....	1	1	.....	1	1
Oral	.....	6	6	.....	6	6	.....	6	6
Refuge	1	6	7	1	3	4	1	4	5
Retarded (Dyer)	2	13	15	2	8	10	2	8	10
Special No. 3	.....	8	8	.....	7	7	.....	8	8
Special Schools Total	43	68	111	41	57	98	42	59	101
Domestic Science	.....	21	21	.....	21	21	.....	21	21
Drawing	1	13	14	1	13	14	1	13	14
German	1	.....	1	1	.....	1	1	.....	1
Kindergarten	.....	1	1	.....	1	1	.....	1	1
Manual Training	18	1	19	16	1	17	17	1	18
Music	9	2	11	9	2	11	9	2	11
Penmanship	2	5	7	2	5	7	2	5	7
Physical Training	12	2	14	11	2	13	11	2	13
Special Department Total	43	45	88	40	45	85	41	45	86
Hartwell High	2	4	6	2	4	6	2	4	6
Hughes High	34	35	69	34	34	68	34	35	69
Madisonville High	7	5	12	7	5	12	7	5	12
Pleasant Ridge High	3	2	5	3	2	5	3	2	5
Sayler Park High	2	.....	2	2	.....	2	2	.....	2
Walnut Hills High	9	16	25	9	16	25	9	16	25
Woodward High	31	30	61	31	30	61	31	30	61
High School Total	88	92	180	88	91	179	88	92	180
College for Teachers	4	1	5	4	1	5	4	1	5
Day School Totals	357	1,137	1,494	329	1,058	1,387	342	1,085	1,437
Night, Elementary and High..	83	76	159	68	62	130	74	64	138
Grand Total, Day and Night.	440	1,213	1,653	397	1,120	1,517	416	1,149	1,565

TABLE II-A.

SHOWING NUMBER OF HIGH SCHOOL TEACHERS BY SCHOOLS AND COURSES.*

	Hartwell	Hughes	Madisonville	Pleasant Ridge	Walnut Hills	Woodward	Total
Academic	4	48	10	4	17	41	124
Manual Training	....	6	....	....	....	8	14
Domestic Science	....	5	....	....	2	6	13
Commercial	....	5	....	....	....	7	12
Art	....	2	....	....	1	2	5
Music	....	1	....	....	....	....	1
Gymnasium	....	4	....	....	1	4	9
Library	....	1	....	....	....	1	2
Secretary	....	1	....	....	1	1	3
Principal	1	1	1	1	1	1	6
Total	5	74	11	5	23	71	189

* September, 1914.

At Hartwell, Madisonville and Pleasant Ridge the Manual Training, Domestic Science, Art, Music, and Physical Training are taught by teachers who divide their time between the Elementary and High School grades; at Woodward and Walnut Hills the Music is taught by teachers who are not assigned to these schools for full time.

TABLE No. III.

Number of Pupils Enrolled, Withdrawn, Remaining, etc.

SCHOOLS	Number Pupils Enrolled			Number Pupils Withdrawn			Number Pupils Remaining		
	M.	F.	Tot'l	M.	F.	Tot'l	M.	F.	Tot'l
1st District	601	567	1,168	129	129	258	472	438	910
5th District	311	293	604	151	147	298	160	146	306
6th District	637	692	1,329	148	151	299	489	541	1,030
11th District	792	782	1,574	178	158	336	614	624	1,238
12th District	495	449	944	145	139	284	350	310	660
20th District	489	451	940	110	112	222	379	339	718
22d District	337	365	702	73	83	156	264	282	546
23d District	444	448	892	48	53	101	396	395	791
25th District	326	278	604	70	61	131	256	217	473
28th District	394	380	774	65	63	128	329	317	646
30th District	467	423	890	35	35	70	432	388	820
Avondale	448	445	893	52	51	103	396	394	790
Bloom	447	435	882	99	118	217	348	317	665
Bond Hill	93	114	207	13	16	29	80	98	178
Carthage	264	267	531	67	53	120	197	214	411
Central Fairmount	264	224	488	41	38	79	223	186	409
Chase	366	414	780	97	118	215	269	296	565
Clifton	313	292	605	53	54	107	260	238	498
College Hill	240	226	466	15	17	32	225	209	434
Columbian	361	307	668	61	43	104	300	264	564
Douglass	404	440	844	88	85	173	316	355	671
Dyer	401	513	914	91	136	227	310	377	687
Evanston	287	268	555	52	45	97	235	223	458
Fulton	198	195	393	52	45	98	146	149	295
Garfield	374	378	752	74	77	151	300	301	601
Guilford	392	359	751	104	130	234	288	229	517
Harrison	197	203	400	42	30	72	155	173	328
Hartwell	207	189	396	30	44	74	177	145	322
Highlands	235	242	477	51	45	96	184	197	381
Hoffmann	411	399	810	54	57	111	357	342	699
Hyde Park	485	538	1,023	73	112	185	412	426	838
Jackson	476	447	923	125	124	249	351	322	674
Kirby Road	399	411	810	57	68	125	342	343	685
Lincoln	328	406	734	92	111	203	236	295	531
Linwood	194	209	403	25	24	49	169	185	354
McKinley	361	345	706	82	64	146	279	281	560
Madisonville	466	496	962	82	95	177	384	401	785
Mann	209	252	461	28	44	72	181	208	389
Morgan	467	424	891	126	117	243	341	307	648
Mt. Auburn	476	434	910	103	83	186	373	351	724
North Fairmount	225	247	472	38	26	64	187	221	408
Oyler	428	409	837	135	119	254	293	290	583
Oakley	302	273	575	54	45	99	248	228	476
Peaslee	236	269	505	42	52	94	194	217	411
Pleasant Ridge	198	211	409	41	40	81	157	171	328
Raschig	512	506	1,018	171	166	337	341	340	681
Riverside	314	269	583	57	50	107	257	219	476
Sands	569	580	1,149	140	125	265	429	455	884
Sayler Park	127	124	251	29	15	44	98	109	207
Sherman	601	618	1,219	150	155	305	451	463	914
Vine	286	292	578	41	52	93	245	240	485
Warsaw	182	156	338	21	28	49	161	128	289
Washington	673	620	1,293	171	147	318	502	473	975
Webster	524	456	980	119	74	193	405	382	787
Westwood	424	384	808	51	34	85	373	350	723
Whittier	396	378	774	85	70	155	311	308	619
Windsor	374	383	757	75	74	149	299	309	608
Winton Place	246	241	487	43	33	76	203	208	411
Day Elementary Totals	21,673	21,416	43,089	4,544	4,481	9,025	17,129	16,935	34,064

TABLE III—Continued

SCHOOLS	Number Pupils Enrolled			Number Pupils Withdrawn			Number Pupils Remaining		
	M.	F.	Tot'l	M.	F.	Tot'l	M.	F.	Tot'l
Special Schools:									
Continuation (Apprentice)...	377	......	377	164	......	164	213	......	213
Continuation (Compulsory):									
5th District................	30	21	51	20	12	32	10	9	19
6th District................	30	41	71	17	29	46	13	12	25
25th District................	82	78	160	12	5	17	70	73	143
Dyer	33	45	78	23	21	44	10	24	34
Guilford	555	338	893	258	147	405	297	191	488
Kirby	41	52	93	6	19	25	35	33	68
Oyler	77	28	105	24	6	30	53	22	75
Sands	183	189	372	93	78	171	90	111	201
Washington	116	188	304	48	64	112	68	124	192
Winton	23	21	44	7	4	11	16	17	33
Woodward	500	574	1,074	193	175	368	307	399	706
Continuation School Totals	2,047	1,575	3,622	865	560	1,425	1,182	1,015	2,197
Blind	10	7	17	2	......	2	8	7	15
Boys' Special	135	......	135	45	......	45	90	......	90
Open Air (Dyer)..............	12	18	30	1	5	6	11	13	24
Open Air (Warsaw)...........	14	11	25	6	5	11	6	8	14
Oral	16	22	38	2	3	5	14	19	33
Refuge	209	125	334	107	76	183	102	49	151
Retarded	118	107	225	36	29	65	82	78	160
Special No. 3.................	76	35	111	5	4	9	71	31	102
Special Schools Totals.......	2,637	1,900	4,537	1,069	682	1,751	1,566	1,220	2,786
Hartwell High	29	57	86	9	11	20	20	46	66
Hughes High..................	918	853	1,768	134	130	264	781	723	1,504
Madisonville High	90	106	196	9	12	21	81	94	175
Pleasant Ridge High..........	34	64	98	7	6	13	27	58	85
Sayler Park High.............	10	16	26	1	3	4	9	13	22
Walnut Hills High............	180	338	518	41	70	111	139	268	407
Woodward High	703	745	1,448	136	166	302	567	579	1,146
High School Totals...........	1,961	2,179	4,140	337	398	735	1,624	1,781	3,405
Day School Totals.............	26,271	25,495	51,766	5,950	5,561	11,511	20,319	19,936	40,255
Night, Elementary and High...	3,888	5,117	9,005	1,829	2,187	4,016	2,059	2,930	4,989
Grand Totals, Day and Night	30,159	30,612	60,771	7,779	7,748	15,527	22,378	22,866	45,244

TABLE No. IV.

Average Number of Pupils Belonging, Average Daily Attendance, and Average Daily Absence.

SCHOOLS	Average Number Belonging			Average Daily Attendance			Average Daily Absence		
	M.	F.	Tot'l	M.	F.	Tot'l	M.	F.	Tot'l
1st District	453	440	893	442	421	863	11	19	30
5th District	161	142	303	151	134	285	10	8	18
6th District	500	537	1,037	481	512	993	19	25	44
11th District	626	621	1,247	591	589	1,180	35	32	67
12th District	343	297	640	319	278	597	24	19	43
20th District	379	345	724	363	327	690	16	18	34
22d District	264	284	548	253	266	519	11	18	29
23d District	391	384	775	380	373	753	11	11	22
25th District	261	218	479	248	212	460	13	6	19
28th District	329	311	640	320	304	624	9	7	16
30th District	409	371	780	401	362	763	8	9	17
Avondale	364	393	757	353	378	731	11	15	26
Bloom	359	345	704	346	330	676	13	15	28
Bond Hill	77	90	167	76	87	163	1	3	4
Carthage	208	213	421	196	198	394	12	15	27
Central Fairmount	224	184	408	214	174	388	10	10	20
Chase	291	317	608	277	305	582	14	12	26
Clifton	256	235	491	246	224	470	10	11	21
College Hill	216	194	410	211	190	401	5	4	9
Columbian	306	262	568	294	250	544	12	12	24
Douglass	307	349	656	278	314	592	29	35	64
Dyer	331	402	733	319	388	707	12	14	26
Evanston	240	224	464	233	218	451	7	6	13
Fulton	146	145	291	139	134	273	7	11	18
Garfield	308	310	618	289	289	578	19	21	40
Guilford	282	238	520	273	228	501	9	10	19
Harrison	154	167	321	146	158	304	8	9	17
Hartwell	177	165	342	167	151	318	10	14	24
Highlands	182	177	359	172	163	335	10	14	24
Hoffmann	358	339	697	348	327	675	10	12	22
Hyde Park	401	435	836	392	423	815	9	12	21
Jackson	344	325	669	331	311	642	13	14	27
Kirby Road	336	382	718	323	370	693	13	12	25
Lincoln	254	315	569	240	297	537	14	18	32
Linwood	158	175	333	154	166	320	4	9	13
McKinley	277	269	546	269	257	526	8	12	20
Madisonville	373	427	800	350	400	750	23	27	50
Mann	178	206	384	176	203	379	2	3	5
Morgan	344	320	664	334	308	642	10	12	22
Mt. Auburn	378	348	726	365	335	700	13	13	26
North Fairmount	195	223	418	194	218	412	1	5	6
Oakley	244	215	459	226	200	426	18	15	33
Oyler	307	299	606	296	288	584	11	11	22
Peaslee	205	227	432	198	220	418	7	7	14
Pleasant Ridge	157	171	328	150	162	312	7	9	16
Raschig	392	367	759	370	344	714	22	23	45
Riverside	262	229	491	245	208	453	17	21	38
Sands	451	458	909	433	439	872	18	19	37
Sayler Park	108	108	216	102	104	206	6	4	10
Sherman	427	450	877	408	433	841	19	17	36
Vine	242	238	480	235	227	462	7	11	18
Warsaw	158	133	291	152	126	278	6	7	13
Washington	529	486	1,015	512	471	983	17	15	32
Webster	396	378	774	382	363	745	14	15	29
Westwood	368	342	710	349	322	671	19	20	39
Whittier	313	300	613	300	280	580	13	20	33
Windsor	304	300	604	290	284	574	14	16	30
Winton Place	202	200	402	192	190	382	10	10	20
Day Elementary Totals	17,205	17,025	34,230	16,494	16,233	32,727	711	792	1,503

TABLE IV—Continued

SCHOOLS	Average Number Belonging			Average Daily Attendance			Average Daily Absence		
	M.	F.	Tot'l	M.	F.	Tot'l	M.	F.	Tot'l
Special Schools:									
Continuation (Apprentice)...	327	......	327	327	......	327	......	......	......
Continuation (Compulsory)									
5th District	20	15	35	19	15	34	1	......	1
6th District	20	20	40	14	14	28	1	1	2
25th District	75	75	150	72	66	138	1	2	3
Dyer	20	30	50	15	20	35	2	3	5
Guilford	450	270	720	293	187	480	4	4	8
Kirby	38	42	80	33	32	65	2	1	3
Oyler	65	26	91	45	14	59	8	8	16
Sands	138	150	288	82	97	179	8	14	22
Washington	87	145	232	54	107	161	14	17	31
Winton	19	19	38	14	14	28	2	3	5
Woodward	405	489	894	260	388	648	47	11	58
Compulsory Continuation Totals	737	1,281	2,618	901	954	1,855	90	64	154
Blind	8	7	15	8	7	15	......	......	......
Boys' Special	72	......	72	69	......	69	3	......	3
Open Air (Dyer)	10	14	24	10	14	24	......	......	......
Open Air (Warsaw)	9	7	16	9	7	16	......	......	......
Oral	14	17	31	14	17	31	......	......	......
Refuge	152	72	224	148	68	216	4	4	8
Retarded (Dyer)	90	78	168	87	74	161	3	4	7
Special No. 3	67	32	99	65	30	95	2	2	4
Special Schools Totals	2,086	1,508	3,594	1,638	1,171	2,809	102	74	176
Hartwell High	25	48	73	24	47	71	1	1	2
Hughes High	846	776	1,622	820	744	1,564	26	32	58
Madisonville High	86	96	182	85	93	178	1	3	4
Pleasant Ridge High	30	59	89	30	58	88	......	1	1
Sayler Park High	9	15	24	8	15	23	1	......	1
Walnut Hills High	156	297	453	150	286	436	6	11	17
Woodward High	623	653	1,276	599	623	1,222	24	30	54
High School Totals	1,775	1,944	3,719	1,716	1,866	3,582	59	78	137
Grand Totals, Day Schools	21,066	20,477	41,543	19,848	19,270	39,118	872	944	1,816

TABLE NO. V.

Number of Pupils Enrolled, Number Remaining, and Average Daily Attendance by Grades.

Day Schools Only.

SCHOOLS	8th Grade			7th Grade			6th Grade			5th Grade			4th Grade			3rd Grade			2nd Grade			1st Grade		
	Number Enrolled...	Number Remaining.	Av. Daily Attendance	Number Enrolled...	Number Remaining.	Av. Daily Attendance	Number Enrolled...	Number Remaining.	Av. Daily Attendance	Number Enrolled...	Number Remaining.	Av. Daily Attendance	Number Enrolled...	Number Remaining.	Av. Daily Attendance	Number Enrolled...	Number Remaining.	Av. Daily Attendance	Number Enrolled...	Number Remaining.	Av. Daily Attendance	Number Enrolled...	Number Remaining.	Av. Daily Attendance
1st District	.....	.....	.....	.....	.....	.....	102	83	84	162	137	132	213	169	167	197	144	143	189	151	140	230	175	155
5th District	14	9	9	22	8	8	46	23	22	65	34	31	71	33	34	72	51	48	90	47	47	179	76	69
6th District	.....	.....	.....	.....	.....	.....	108	84	87	163	131	124	189	146	144	213	169	169	225	176	172	296	222	206
11th District	48	45	43	92	74	78	136	105	107	215	170	163	234	196	186	215	179	163	261	210	199	294	206	192
12th District	.....	.....	.....	.....	.....	.....	.....	.....	.....	131	101	87	131	101	91	182	128	118	180	130	125	246	152	139
20th District	.....	.....	.....	.....	.....	.....	59	48	48	122	96	96	145	115	113	135	117	109	155	121	116	206	144	139
22d District	68	50	57	71	56	53	70	54	56	90	69	68	92	75	70	62	49	46	97	80	73	100	79	66
23d District	68	66	66	106	95	95	91	82	83	91	81	75	118	104	96	114	103	99	96	88	82	150	124	117
25th District	35	28	30	43	38	37	46	34	36	69	54	54	71	55	55	73	63	62	97	81	76	110	77	73
28th District	.....	.....	.....	.....	.....	.....	75	65	66	110	96	90	112	97	95	123	111	103	120	103	94	155	116	121
30th District	91	81	80	100	91	89	104	97	95	108	107	100	118	115	108	108	102	90	112	101	88	149	126	113
Avondale	102	95	94	102	95	93	82	74	70	99	94	88	109	93	89	104	85	82	105	95	84	121	98	85
Bloom	.....	.....	.....	.....	.....	.....	52	44	46	99	81	84	127	111	114	145	119	117	195	151	145	189	122	126
Bond Hill	16	13	13	19	15	15	24	19	20	37	35	32	17	14	14	42	37	30	25	23	19	27	22	20
Carthage	39	27	31	38	34	35	47	36	37	58	47	46	63	51	49	75	64	55	69	54	47	92	61	60
Central Fairmount	38	30	32	38	34	34	41	35	33	54	47	47	52	48	45	69	56	55	71	62	59	82	67	59
Chase	4	.....	1	65	49	50	78	53	61	112	84	86	103	81	86	125	94	97	107	76	79	133	94	94
Clifton	42	31	33	61	55	53	59	49	48	66	57	54	68	57	55	81	74	67	75	61	59	98	75	71
College Hill	38	35	34	47	42	41	45	41	40	55	52	49	58	56	52	57	54	53	59	55	54	67	62	56
Columbian	38	35	35	50	48	45	69	66	62	94	81	78	89	68	71	92	76	78	83	75	66	106	84	81
Douglass	42	34	30	56	37	40	71	57	55	94	81	75	103	88	82	101	76	65	117	94	83	156	127	102
Evanston	265	214	217	270	193	204	379	280	286	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dyer	53	44	45	60	55	53	50	44	43	49	39	42	62	54	54	59	53	49	69	60	58	91	63	66
Fulton	.....	.....	.....	10	9	9	28	18	21	44	32	32	50	40	37	66	50	48	57	46	43	96	79	62
Garfield	32	29	31	39	26	29	91	74	73	89	76	70	94	78	72	117	98	89	118	95	92	118	89	88
Guilford	31	25	25	46	36	37	78	53	62	58	42	42	89	67	61	98	69	67	141	106	98	135	86	81
Harrison	24	19	21	33	29	30	37	29	28	49	43	40	42	40	38	52	40	38	52	48	44	76	58	46
Hartwell	30	26	26	45	40	40	43	39	39	53	46	41	51	42	42	49	39	39	49	40	42	76	50	49
Highlands	21	19	18	36	27	25	45	38	35	63	50	46	71	56	53	85	71	59	53	41	39	64	53	41

Hoffmann	104	95	93	103	92	90	86	80	74	100	89	86	95	83	78	82	70	67	81	74	69	110	79	77
Hyde Park	76	71	73	90	78	78	111	93	93	99	88	80	129	112	109	125	103	99	145	121	115	169	121	126
Jackson	.....	.....	.....	.....	.....	.....	.....	.....	.....	98	81	79	148	102	101	168	123	121	147	109	102	303	216	196
Kirby Road	86	71	79	93	77	83	86	74	76	94	85	85	95	85	83	96	77	77	79	68	67	118	103	97
Lincoln	48	47	45	51	37	39	81	63	65	99	65	73	104	81	86	91	67	66	88	66	63	105	71	69
Linwood	32	26	27	39	36	34	48	45	42	51	48	47	54	49	46	43	38	33	41	37	34	55	43	39
McKinley	36	24	28	45	36	37	53	41	43	100	82	84	100	83	80	101	81	77	93	75	65	120	93	83
Madisonville	79	69	69	87	81	77	91	77	75	114	89	80	138	114	108	111	101	93	116	92	89	148	105	105
Mann	44	34	37	55	45	45	44	41	41	55	48	46	71	62	59	55	46	45	65	57	53	72	56	53
Morgan	39	34	34	45	35	35	81	63	64	121	89	92	109	87	91	137	103	103	121	93	90	170	109	96
Mt. Auburn	65	81	54	81	65	66	92	71	70	107	93	90	148	118	119	94	79	72	120	98	90	143	108	106
North Fairmount	25	22	22	31	25	27	41	32	35	163	53	55	72	71	69	66	55	56	93	82	81	81	68	67
Oakley	33	25	26	47	38	35	76	65	60	77	67	61	65	55	50	79	71	60	90	72	61	108	83	73
Oyler	37	25	27	53	29	38	69	51	54	89	67	65	96	71	72	108	81	80	120	85	83	195	132	129
Peaslee	140	115	119	232	195	198	98	77	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pleasant Ridge	30	26	25	40	33	33	36	30	30	54	47	42	37	32	30	52	43	45	51	41	36	65	51	46
Raschig	52	40	43	75	55	62	95	64	66	163	118	116	148	103	104	149	104	102	126	75	83	212	122	138
Riverside	41	36	38	75	52	56	51	43	41	91	81	79	79	66	60	73	60	57	69	56	51	104	82	71
Sands	155	114	124	204	155	165	105	91	85	99	85	79	105	89	85	130	104	107	119	97	90	146	105	100
Sayler Park	15	9	11	20	15	17	37	32	30	27	24	23	28	24	22	40	34	33	36	29	29	48	40	41
Sherman	.....	.....	.....	.....	.....	.....	.....	.....	.....	158	111	111	190	123	118	222	183	161	228	178	166	335	257	233
Vine	.....	.....	.....	.....	.....	.....	56	48	48	106	90	84	89	74	74	105	87	85	76	68	66	87	70	64
Warsaw	23	21	21	35	31	31	27	24	25	36	35	33	49	45	41	46	37	37	47	39	37	75	57	53
Washington	69	58	59	108	88	89	121	88	92	166	121	127	145	127	122	195	146	145	167	128	134	215	152	150
Webster	.....	.....	.....	.....	.....	.....	52	41	41	155	124	123	156	136	129	171	139	133	173	141	132	103	160	148
Westwood	68	63	60	91	75	76	74	67	63	97	92	86	103	96	88	98	88	80	110	100	97	123	103	97
Whittier	56	44	45	80	62	64	72	63	59	75	69	62	92	77	69	107	92	84	109	91	85	114	79	71
Windsor	48	37	37	86	67	69	75	60	62	71	60	59	92	79	72	107	85	76	81	67	64	126	99	90
Winton Place	38	30	30	38	31	32	52	46	43	71	59	56	63	58	54	62	55	51	50	48	41	70	59	52
Elementary Totals	2,603	1,972	2,197	3,388	2,717	2,749	4,160	3,294	3,281	5,311	4,223	4,076	5,726	4,552	4,092	5,974	4,463	4,483	6,009	4,787	4,496	7,658	5,610	5,246

	12th Grade			11th Grade			10th Grade			9th Grade		
Hartwell High	12	12	11	11	12	13	25	19	20	38	23	27
Hughes High	242	236	222	270	241	249	472	383	408	784	644	685
Madisonville High	27	26	26	45	43	43	46	43	42	78	63	67
Pleasant Ridge High	20	20	20	13	12	12	33	27	28	32	26	28
Sayler Park High	.....	.....	.....	.....	.....	.....	8	7	7	18	15	16
Walnut Hills High	78	73	71	98	84	83	164	129	137	178	121	145
Woodward High	187	182	159	253	196	218	370	304	318	638	464	527
High Totals	566	540	509	690	588	618	1,118	812	960	1,766	1,356	1,595

TABLE NO. VI.

Number of Pupils Advanced, Number Not Advanced, at Close of Year, and Number Studying German, by Grades.

Day Schools Only.

SCHOOLS	8th Grade			7th Grade			6th Grade			5th Grade			4th Grade			3rd Grade			2nd Grade			1st Grade		
	Number Advanced..	Not Advanced..	German......	Number Advanced..	Not Advanced..	German......	Number Advanced..	Not Advanced..	German......	Number Advanced.	Not Advanced..	German......	Number Advanced..	Not Advanced..	German......	Number Advanced..	Not Advanced..	German......	Number Advanced..	Not Advanced..	German......	Number Advanced..	Not Advanced..	German......
1st District	....	....	....	....	....	....	76	7	41	120	17	55	146	23	72	126	18	73	140	11	63	144	31	100
5th District	9	....	....	8	....	1	22	1	4	31	3	1	31	2	5	40	11	7	42	5	16	57	19	43
6th District	....	....	....	....	....	....	75	9	53	117	14	82	128	18	94	142	27	108	151	25	125	176	46	173
11th District	45	....	21	71	3	33	100	5	51	152	18	68	185	11	90	162	17	89	197	13	124	187	19	142
12th District	....	....	....	....	....	....	....	....	....	88	13	23	95	6	18	114	14	24	108	22	28	117	35	48
20th District	....	....	....	....	....	....	46	2	27	88	8	48	99	16	77	98	19	66	95	26	87	107	37	123
22d District	49	1	23	50	6	16	53	1	21	62	7	24	70	5	28	45	4	21	77	3	40	73	6	51
23d District	65	1	46	87	8	65	77	5	60	69	12	55	91	13	79	87	16	76	80	8	66	98	26	96
25th District	21	7	12	36	2	11	34	....	17	46	8	26	50	5	20	55	8	30	67	14	38	62	15	50
28th District	....	....	....	....	....	....	61	4	42	87	9	55	68	29	67	92	19	77	88	15	80	85	31	98
30th District	78	3	43	85	6	62	96	1	53	101	6	70	103	12	88	93	9	71	96	5	73	105	21	121
Avondale	89	6	44	91	4	43	69	5	31	87	7	47	91	2	48	79	6	26	90	5	52	84	14	59
Bloom	....	....	....	....	....	....	40	4	19	60	21	28	85	26	43	87	32	63	104	47	80	92	30	110
Bond Hill	9	4	3	13	2	4	16	3	5	27	8	16	8	6	9	28	9	33	16	7	23	17	5	24
Carthage	27	....	3	29	5	3	32	4	4	39	8	6	43	8	5	57	7	13	47	7	18	45	16	20
Central Fairmount	21	9	18	28	6	19	24	11	16	38	9	31	36	12	33	47	9	31	52	10	36	51	16	46
Chase	....	....	....	45	4	28	49	4	30	77	7	40	75	6	41	80	14	43	74	2	48	78	16	58
Clifton	27	4	13	42	13	29	40	9	25	43	14	33	45	12	32	71	3	44	52	9	35	63	12	58
College Hill	33	2	....	38	4	3	35	6	5	47	5	4	51	5	5	48	6	3	48	7	6	56	6	9
Columbian	35	....	8	40	....	22	58	8	37	69	12	46	53	15	45	60	16	44	65	10	44	72	12	60
Douglass	34	....	4	28	9	8	49	8	14	70	11	26	59	29	33	66	10	39	77	17	99	84	43	122
Dyer	203	11	78	183	10	66	225	55	80	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Evanston	42	2	16	50	5	22	40	4	23	34	5	19	45	9	30	47	6	32	52	8	34	48	15	47
Fulton	....	....	....	8	1	3	15	3	6	24	8	22	36	4	27	41	9	35	36	10	28	54	25	41
Garfield	24	5	4	22	4	8	61	13	26	64	12	35	71	7	40	78	20	56	72	23	64	62	27	69
Guilford	25	....	4	31	5	3	51	2	6	33	9	9	61	6	11	57	12	14	87	19	35	71	15	36
Harrison	17	2	11	29	....	14	27	2	15	23	20	22	32	8	24	34	6	22	38	10	22	42	16	32
Hartwell	23	3	....	38	2	....	34	5	....	40	6	....	37	5	....	36	3	....	39	1	....	40	10	....
Highlands	19	....	12	23	4	10	30	8	8	41	9	17	47	9	15	59	12	23	34	7	23	41	12	17
Hoffman	91	4	37	90	2	39	80	....	33	89	....	44	82	1	37	69	1	35	74	....	43	68	11	60
Hyde Park	71	....	26	76	2	20	85	8	39	85	3	22	98	14	42	92	11	41	111	10	52	113	8	71
Jackson	....	....	....	....	....	....	....	....	....	74	7	22	83	19	40	92	31	38	84	25	30	137	79	103

Kirby Road	57	14	30	65	12	25	62	12	18	74	11	29	74	11	24	67	10	23	60	8	26	87	16	36
Lincoln	47	....	10	34	3	9	60	3	13	58	7	12	73	8	19	58	9	13	66	....	17	64	7	22
Linwood	26	....	13	32	4	15	41	4	20	42	6	20	47	2	24	35	3	25	36	1	33	38	5	41
McKinley	22	2	3	34	2	7	36	5	11	76	6	11	75	8	12	74	7	16	65	10	22	73	20	41
Madisonville	58	11	....	69	12	....	65	12	....	75	14	....	92	22	....	83	18	....	84	8	....	90	15	....
Mann	33	1	9	42	3	15	38	3	6	38	10	19	54	8	14	41	5	20	54	3	30	43	13	33
Morgan	32	2	5	33	2	1	59	4	5	73	16	9	73	14	2	83	20	11	73	20	29	82	27	15
Mt. Auburn	50	1	20	58	7	24	61	10	25	78	15	31	94	24	41	70	9	28	81	17	31	90	18	47
North Fairmount	21	1	3	24	1	6	28	4	16	38	15	23	53	18	35	45	10	29	63	19	53	52	16	38
Oakley	22	3	4	32	6	9	52	13	19	56	11	13	45	10	15	67	4	19	60	12	22	64	19	48
Oyler	22	3	4	20	9	12	33	18	18	56	11	17	58	13	21	65	16	33	72	13	37	103	29	47
Peaslee	103	12	81	175	20	106	64	13	37	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pleasant Ridge	24	2	....	32	1	....	30	....	....	45	2	....	30	2	....	43	....	....	35	6	....	41	10	....
Raschig	36	4	16	51	4	19	54	10	14	108	10	33	95	8	35	93	11	30	62	13	37	92	30	56
Riverside	33	3	10	45	7	6	37	6	11	68	13	10	56	10	12	58	2	21	48	8	18	57	25	26
Sands	99	15	66	147	8	94	82	9	44	77	8	50	76	13	53	87	17	54	82	15	89	79	26	71
Sayler Park	8	1	....	14	1	....	29	3	....	21	3	....	22	2	....	30	4	....	23	6	....	39	1	....
Sherman	....	....	....	....	....	....	....	....	....	87	24	47	76	47	48	134	49	70	145	33	89	184	73	97
Vine	....	....	....	....	....	....	43	5	36	76	14	70	66	8	65	69	18	75	60	8	66	53	17	78
Warsaw	18	3	2	28	3	10	23	1	9	32	3	17	39	6	18	35	2	22	34	5	21	44	13	30
Washington	58	....	24	85	3	51	80	8	58	103	18	71	115	12	65	124	22	40	113	15	74	120	32	88
Webster	....	....	....	....	....	....	38	3	46	111	13	89	123	13	100	109	30	110	115	26	119	103	57	185
Westwood	54	9	18	58	17	20	55	12	30	82	10	29	84	12	37	82	6	37	86	14	51	81	22	59
Whittier	36	8	4	49	13	9	59	4	10	61	8	31	72	5	29	82	10	34	89	2	38	73	6	44
Windsor	35	2	10	62	5	20	53	7	23	56	4	26	71	8	34	80	5	45	65	2	42	76	23	66
Winton Place	29	1	6	27	4	13	44	2	18	50	9	25	51	7	30	48	7	25	42	6	24	55	4	41
Blind	....	....	....	....	....	....	6	....	....	1	....	....	1	....	....	1	1	....	2	1	....	1	1	....
Boys' Special	2	....	....	1	....	....	12	....	....	26	6	....	13	5	....	10	5	....	5	2	....	1	2	....
Open Air (Dyer)	....	....	....	....	....	....	....	....	....	2	....	....	6	2	....	10	1	....	2	1	....	....	....	....
Open Air (Warsaw)	....	....	....	....	....	....	....	....	....	....	....	....	7	....	....	....	....	....	12	....	....	6	....	....
Oral	....	....	....	....	....	....	....	....	....	3	1	....	3	....	....	....	....	....	7	....	....	9	....	....
Refuge	8	6	....	11	3	....	17	6	....	21	4	....	11	7	....	19	4	....	12	4	....	13	5	....
Retarded	....	....	....	....	....	....	22	....	....	50	....	....	46	....	....	42	....	....	....	....	....	....	....	....
Special No. 3	....	....	....	....	....	....	....	....	....	13	3	....	12	2	....	13	3	....	13	2	....	19	10	....
Elementary Totals	1,990	167	764	2,469	254	1,003	2,978	374	1,278	3,752	571	1,678	4,055	649	1,931	4,139	693	2,066	4,159	661	2,480	4,761	1,166	3,196

	12th Grade			11th Grade			10th Grade			9th Grade		
Hartwell High	12	....	8	11	1	12	16	3	7	23	....	9
Hughes High	233	3	71	272	14	124	292	91	179	480	164	318
Madisonville High	26	3	....	43	....	....	40	3	....	60	3	....
Pleasant Ridge High	20	....	....	12	....	....	24	3	....	25	1	....
Sayler Park High	....	....	....	....	....	....	7	....	....	15	....	....
Walnut Hills High	72	1	31	79	5	29	114	15	55	105	16	63
Woodward High	178	4	60	162	34	58	248	56	135	336	128	157
High Totals	541	11	170	579	54	223	741	171	376	1,044	312	547

TABLE No. VII.

Number of Pupils Pursuing the Different Elementary Branches.

Day Schools Only.

SCHOOLS	Kindergarten	Orthography	Reading	Language and Composition	Arithmetic	Nature Study	Physiology and Hygiene	U. S. History	Writing	Drawing	Vocal Music	German	Geography	Grammar	Algebra	Geometry	Manual Training	Domestic Science
1st District	75	1,093	1,093	1,093	1,093	1,093	1,093	278	1,093	1,093	1,093	404	673	......	......	......	72	75
5th District	45	569	569	569	569	569	569	147	569	569	569	77	218	36	14	14	65	82
6th District	135	1,194	1,194	1,194	1,194	1,194	1,194	629	1,194	1,194	1,194	635	626	108	......	......	55	53
11th District	79	1,495	1,495	1,495	1,495	1,495	1,495	140	1,495	1,495	1,495	618	940	276	48	48	252	237
12th District	74	944	944	944	944	944	944	131	944	944	944	141	444	131	......	......	......	......
20th District	118	940	940	940	940	940	940	174	940	940	940	428	450	53	......	......	25	28
22d District	52	650	650	650	650	650	650	139	650	650	650	224	453	209	68	......	91	118
23d District	58	834	834	834	834	834	834	265	834	834	834	543	588	265	68	68	118	147
25th District	60	544	544	544	544	544	544	141	544	544	544	204	278	187	35	35	61	58
28th District	79	695	695	695	695	695	695	185	695	695	695	419	420	75	......	......	38	37
30th District	......	890	890	890	890	890	890	191	890	890	890	581	629	295	91	......	142	153
Avondale	69	824	824	824	824	824	824	385	824	824	824	350	500	286	102	......	141	145
Bloom	75	807	807	807	807	807	807	52	807	807	807	343	405	52	......	......	46	49
Bond Hill	......	207	207	207	207	207	207	96	207	207	207	117	207	59	16	16	30	29
Carthage	50	531	531	531	531	531	531	198	531	531	531	72	320	124	39	39	96	72
Central Fairmount	43	445	445	445	445	445	445	130	445	445	445	230	292	117	38	......	93	75
Chase	53	723	723	723	723	723	723	181	723	723	723	288	487	147	4	......	64	83
Clifton	55	605	605	605	605	605	605	169	605	605	605	269	377	162	42	42	75	87
College Hill	40	426	426	426	426	426	426	138	426	426	426	35	302	133	38	38	61	69
Columbian	47	621	621	621	621	621	621	180	621	621	621	306	422	157	38	38	77	80
Douglass	104	740	740	740	740	740	740	192	740	740	740	345	467	179	42	42	229	280
Dyer	......	914	914	914	914	......	914	535	914	914	914	224	914	914	265	......	401	513
Evanston	62	493	493	493	493	493	493	162	493	493	493	223	333	163	53	53	104	108
Fulton	42	351	351	351	351	351	351	38	351	351	351	162	132	38	......	......	69	57

Garfield	54	698	698	698	698	698	698	160	698	698	698	302	462	162	32	32	69	93
Guilford	75	676	676	676	676	676	676	135	676	676	676	118	400	149	31	31	80	69
Harrison	35	365	365	365	365	365	365	143	365	365	365	163	185	94	24	24	58	76
Hartwell	......	396	396	278	396	322	396	244	396	396	396	......	284	117	30	30	52	65
Highlands	39	438	438	438	438	438	438	120	438	438	438	125	236	102	21	......	76	93
Hoffman	49	761	761	761	761	761	761	393	761	723	761	328	570	293	104	......	190	203
Hyde Park	79	1,023	1,023	1,023	1,023	1,023	1,023	944	1,023	1,023	1,023	313	944	580	76	76	166	210
Jackson	59	923	923	923	923	923	923	......	923	923	923	233	414	......	......	......	99	118
Kirby Road	63	747	747	747	747	747	747	179	747	747	747	211	556	271	85	85	122	141
Lincoln	67	667	667	667	667	667	667	99	667	667	667	115	667	180	48	......	205	269
Linwood	40	363	363	363	363	363	363	122	363	363	363	191	267	119	32	......	84	86
McKinley	58	706	706	706	706	706	706	181	706	706	706	123	706	120	36	......	54	66
Madisonville	72	890	890	890	890	571	482	355	854	854	854	......	482	164	78	......	142	213
Mann	......	461	461	461	461	461	461	82	461	461	461	146	369	143	44	......	47	68
Morgan	68	823	823	823	823	823	823	286	823	823	823	77	531	165	39	39	157	129
Mt. Auburn	60	850	850	850	850	850	850	172	850	850	850	247	587	238	65	65	107	131
North Fairmount	......	472	472	391	472	472	56	160	472	472	472	203	232	97	25	......	48	49
Oakley	......	575	575	575	575	575	575	233	575	575	575	149	377	156	33	......	82	74
Oyler	70	767	767	767	767	767	767	248	767	767	767	189	452	159	37	37	161	181
Peaslee	35	470	470	470	470	......	470	372	470	470	470	224	470	470	140	......	222	248
Pleasant Ridge	44	365	365	365	365	365	365	160	365	365	365	......	249	106	30	30	41	65
Raschig	......	1,018	1,018	1,018	1,018	1,018	1,018	290	1,018	1,018	1,018	240	533	222	52	......	119	133
Riverside	......	583	583	583	583	583	583	258	583	583	583	114	338	258	41	41	140	111
Sands	86	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	491	798	563	155	155	225	239
Sayler Park	......	251	251	251	251	181	104	99	251	259	259	......	122	72	15	......	36	56
Sherman	86	1,133	1,133	1,133	1,133	1,133	1,133	158	1,133	1,133	1,133	351	570	......	......	......	......	......
Vine	59	519	519	519	519	519	519	......	519	519	519	390	251	56	......	......	31	25
Warsaw	......	338	338	338	338	338	338	121	338	338	338	129	216	85	23	23	48	37
Washington	107	1,186	1,186	888	1,186	1,186	1,186	298	1,186	1,186	1,186	471	804	298	69	69	151	147
Webster	70	910	910	910	910	910	910	910	910	910	910	719	910	52	......	......	22	30
Westwood	44	764	764	764	764	764	764	256	764	764	764	281	531	233	68	68	270	100
Whittier	69	705	705	705	705	705	705	283	705	705	705	199	482	208	56	56	105	103
Windsor	71	686	686	686	686	686	686	134	686	686	686	266	372	209	48	48	105	104
Winton Place	43	444	444	444	444	444	444	374	444	444	444	182	324	128	38	38	......	......
Totals	3,017	40,657	40,657	40,558	40,657	38,870	39,686	13,904	40,621	40,583	40,657	14,528	26,468	10,435	2,576	1,280	5,919	6,317

TABLE No. VIII.

Number of Pupils Pursuing High School Studies.

Day Schools Only.

STUDIES	Hartwell	Hughes	Madisonville	Pleasant Ridge	Sayler Park	Walnut Hills	Woodward	Totals
Algebra	51	736	99	57	18	212	539	1,712
Bookkeeping	......	222	......	......	......	......	211	433
Botany	12	126	62	32	26	36	95	389
Chemistry	9	157	19	......	......	62	127	374
Civics	......	248	......	20	......	74	182	524
Domestic Science	37	397	29	44	16	146	263	932
Drawing	15	617	117	32	26	348	520	1,675
Elocution	......	877	......	......	......	518	676	2,071
English	86	1,741	196	98	26	518	1,427	4,092
French	......	247	31	29	......	118	87	512
Geometry	26	400	66	45	8	179	254	978
German	46	692	73	......	......	178	410	1,399
Greek	......	23	......	......	......	7	14	44
History	13	527	28	60	......	126	411	1,165
Latin	33	847	108	88	26	321	507	1,930
Manual Training	18	412	23	21	10	......	350	834
Music	57	1,703	196	98	26	518	1,427	4,025
Physics	12	187	35	13	......	76	125	248
Spanish	......	205	......	......	......	24	207	436
Trigonometry	13	83	......	5	......	24	60	185
Zoology	......	62	......	......	......	51	32	145

TABLE No. IX.

Showing the Number of Teachers Employed and the Amount Annually Paid for their Services, from the Opening of the Common Schools in Cincinnati, in 1830, to the Close of the Year Ending June, 1913.

YEARS	Average No. of Teachers	Amount Paid Teachers
For the year ending June, 1830	22	$5,196 51
For the year ending June, 1831	23	7,936 57
For the year ending June, 1832	28	7,911 13
For the year ending June, 1833	29	6,408 26
For the year ending June, 1834	30	8,371 09
For the year ending June, 1835	43	8,648 43
For the year ending June, 1836	44	11,430 48
For the year ending June, 1837	47	14,099 05
For the year ending June, 1838	53	15,846 37
For the year ending June, 1839	64	19,901 10
For the year ending June, 1840	63	19,604 35
For the year ending June, 1841	59	18,594 82
For the year ending June, 1842	70	18,505 12
For the year ending June, 1843	76	20,091 70
For the year ending June, 1844	78	20,979 62
For the year ending June, 1845	86	23,927 82
For the year ending June, 1846	96	25,020 50
For the year ending June, 1847	97	26,499 50
For the year ending June, 1848	127	35,378 35
For the year ending June, 1849	137	38,462 96
For the year ending June, 1850	148	46,834 28
For the year ending June, 1851	157	50,856 51
For the year ending June, 1852	160	57,356 94
For the year ending June, 1853	193	64,025 96
For the year ending June, 1854	222	86,151 78
For the year ending June, 1855	225	96,945 78
For the year ending June, 1856	222	98,821 75
For the year ending June, 1857	240	103,707 44
For the year ending June, 1858	252	133,284 54
For the year ending June, 1859	282	139,510 04
For the year ending June, 1860	317	147,437 45
For the year ending June, 1861	341	156,231 54
For the year ending June, 1862	348	146,703 50
For the year ending June, 1863	355	159,566 16
For the year ending June, 1864	373	186,271 06
For the year ending June, 1865	373	216,165 30
For the year ending June, 1866	384	240,798 26
For the year ending June, 1867	396	290,027 42
For the year ending June, 1868	418	311,435 96
For the year ending June, 1869	439	336,536 22
For the year ending June, 1870	450	368,312 33
For the year ending June, 1871	507	*418,229 81
For the year ending June, 1872	510	*419,713 18
For the year ending June, 1873	513	*420,225 35
For the year ending June, 1874	510	437,891 26
For the year ending June, 1875	545	*470,844 36
For the year ending June, 1876	579	*476,053 56
For the year ending June, 1877	587	*509,307 71
For the year ending June, 1878	604	*523,735 67
For the year ending June, 1879	633	530,596 62
For the year ending June, 1880	628	522,030 61
For the year ending June, 1881	650	534,376 69
For the year ending June, 1882	659	549,343 22
For the year ending June, 1883	680	561,669 71
For the year ending June, 1884	696	567,352 68

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* Includes the amount paid for tuition in the night schools, but the number of teachers in the day schools only is given.

TABLE IX—Continued.

YEARS	Average No. of Teachers	Amount Paid Teachers
For the year ending June, 1885	706	575,595 15
For the year ending June, 1886	716	590,632 97
For the year ending June, 1887	734	603,973 40
For the year ending June, 1888	726	601,270 04
For the year ending June, 1889	735	612,815 25
For the year ending June, 1890	746	615,708 10
For the year ending June, 1891	760	615,147 94
For the year ending June, 1892	765	630,875 83
For the year ending June, 1893	774	*641,388 41
For the year ending June, 1894	796	*655,950 19
For the year ending June, 1895	822	*679,358 28
For the year ending June, 1896	908	*729,638 29
For the year ending June, 1897	938	*761,698 34
For the year ending June, 1898	962	*775,348 18
For the year ending June, 1899	995	*795,860 57
For the year ending June, 1900	1,000	*805,899 13
For the year ending June, 1901	955	*800,167 62
For the year ending June, 1902	969	*806,677 63
For the year ending June, 1903	956	*801,032 65
For the year ending June, 1904	†1,005	813,003 12
For the year ending June, 1905	†1,004	819,296 56
For the year ending June, 1906	†1,017	855,550 19
For the year ending June, 1907	†1,069	895,221 75
For the year ending June, 1908	†1,106	990,182 96
For the year ending June, 1909	†1,168	1,100,582 90
For the year ending June, 1910	†1,213	1,171,065 76
For the year ending June, 1911	†1,302	1,242,924 87
For the year ending June, 1912	†1,495	1,393,539 69
For the year ending June, 1913	†1,565	1,483,079 28

* Includes the amount paid for tuition in the night schools, but the number of teachers in the day schools only is given.

† The actual number of teachers necessary to supply the schools is given, including night schools.

TABLE No. X.

Showing Amount Paid for Tuition in the Several Schools, Average Number Belonging, Average Daily Attendance, and Per Capita Cost Based on Average Number Belonging.

SCHOOLS	Amount Paid for Tuition [*]	Average Number Belonging	Average Daily Attendance	Per capita Cost of Tuition Based on Average Number Belonging
Elementary Schools:				
1st District	23,704 88	893	863	26 55
5th District	10,877 63	303	285	35 89
6th District	26,678 75	1,037	993	25 72
11th District	30,360 39	1,247	1,180	24 34
12th District	18,787 08	640	597	29 36
20th District	18,573 52	724	690	24 13
22d District	19,098 89	548	519	34 79
23d District	23,791 26	775	753	30 70
25th District	15,486 00	479	460	32 33
28th District	17,321 63	640	624	27 06
30th District	22,003 62	780	763	28 21
Avondale	22,452 14	757	731	29 66
Bloom	18,865 12	704	676	26 79
Bond Hill	6,681 50	167	163	40 00
Carthage	11,895 81	421	394	28 25
Central Fairmount	11,077 38	408	388	27 15
Chase	17,943 00	608	582	29 51
Clifton	14,514 50	491	470	31 60
College Hill	11,075 25	410	401	27 01
Columbian	19,693 87	568	544	34 67
Douglass	18,462 63	656	592	28 16
Dyer	29,686 24	733	707	32 97[‡]
Evanston	13,338 29	464	451	28 74
Fulton	9,583 75	291	273	32 93
Garfield	20,491 47	618	578	33 15
Guilford	14,850 64	520	501	28 56
Harrison	10,395 85	321	304	32 46
Hartwell	7,398 77	342	318	21 63
Highlands	10,425 00	359	335	29 04
Hoffman	20,877 08	697	675	29 95
Hyde Park	22,226 65	836	815	26 59
Jackson	18,707 60	669	642	27 96
Kirby	19,099 50	718	693	26 60
Lincoln	17,935 38	569	537	31 52
Linwood	10,523 50	333	320	31 60
McKinley	15,780 50	546	526	29 80
Madisonville	20,684 62	800	750	25 85
Mann	12,785 63	384	379	33 29
Morgan	20,418 48	664	642	30 75
Mt. Auburn	22,982 35	726	700	31 65
North Fairmount	11,695 25	418	412	27 97
Oakley	3,417 00	432	426	7 91[†]
Oyler	18,130 77	606	584	29 58
Peaslee	14,777 24	432	418	34 20
Pleasant Ridge	7,713 00	328	312	23 15
Raschig	22,058 75	759	714	29 05
Riverside	14,579 62	491	453	29 69
Sands	31,716 14	909	872	34 89
Sayler Park	6,142 75	216	206	28 43
Sherman	22,972 63	877	841	26 19
Vine	14,004 90	480	462	29 18
Warsaw	9,042 51	291	278	31 07
Washington	30,011 75	1,015	983	29 56
Webster	21,106 38	774	745	27 27
Westwood	18,556 12	710	671	26 13
Whittier	17,467 00	613	580	28 49
Windsor	19,194 13	604	574	31 77
Winton Place	12,862 25	402	382	31 99
Elementary Totals	$992,984 34	34,230	32,727	$29 01

[*] Supervision and instruction included.

[†] For three months only, following annexation.

[‡] Including 168 pupils in Retarded Department. The "average number belonging," Dyer School, including this department, is 901. (See page 259.)

TABLE No. X—Continued.

SCHOOLS	Amount Paid for Tuition *	Average Number Belonging	Average Daily Attendance	Per capita Cost of Tuition Based on Average Number Belonging
Special Schools:				
Blind (20th District)	1,550 00	15	15	103 33
Boys' Special	4,410 50	72	69	61 13
Continuation (Apprentice)	4,776 15	327	327	14 60
Continuation (Compulsory)	22,120 80	2,618	1,855	8 45
Open Air (Dyer)	850 00	24	24	35 41
Open Air (Warsaw)	850 00	16	16	53 12
Oral	5,740 50	31	31	185 18
Refuge	3,035 00	224	216	18 01
Special No. 3	7,400 38	99	95	73 73
Special Schools Totals	$50,733 33	3,426†	2,809	$14 80
High Schools:				
Hartwell High	4,800 00	73	71	65 78
Hughes High	97,698 12	1,622	1,564	60 23
Madisonville High	9,450 00	182	178	51 92
Pleasant Ridge High	3,800 00	89	88	42 69
Sayler Park High	1,100 00	24	23	45 83
Walnut Hills High	47,865 25	453	436	105 66
Woodward High	94,506 85	1,276	1,222	74 06
High School Totals	$259,220 22	3,719	3,582	$69 70
Night Schools	43,790 75	7,484	6,113	5 85
Grand Totals	$1,346,728 64§	49,027‡	45,231	$27 30

* Supervision and instruction included.

§ Not including supervision, except by principals, special departments, College for Teachers, or summer activities.

† Not including 168 Retarded (Dyer)—See Page 259.

‡ Including 168 Retarded (Dyer).

PER CAPITA COST BY DEPARTMENTS.

A series of tables showing the total and per capita cost of instruction based upon the average number belonging; also the increase or decrease over the previous year and the per cent of such increase or decrease; computed for a period of ten years for the Day Elementary and High Schools and Night School, and from the date of their organization for the remaining departments.

TABLE XI.

DAY ELEMENTARY SCHOOLS.

Year	* Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1903–04......	$683,918	33,472	$20 43	—$0 06	
1904–05......	706,782	32,454	21 77	1 34	6.5
1905–06......	733,227	33,085	22 15	38	1.7
1906–07......	775,961	31,928	24 30	2 15	9.7
1907–08......	860,991	31,668	† 27 18	2 88	11.4
1908–09......	954,972	31,996	29 87	2 69	9.8
1909–10......	1,009,705	31,721	31 83	1 96	6.6
1910–11......	1,016,805	31,861	31 91	08	0.3
1911–12......	1,072,530	33,736	31 79	— 12	—0.4
1912–13......	1,136,826	37,656	30 19	— 1 60	—5.0

* Cost of instruction for Day Elementary Schools does not include amount paid Superintendent and Assistant Superintendent, or for College for Teachers, but includes all special departments and special schools. (See Table XVIII for separation of these items.)

Prior to 1912-13 the cost for high school instruction given in connection with several elementary schools was included under "Elementary Schools." For this year it has been deducted from the cost of elementary instruction and added to the cost of high school instruction; computed upon the former basis, the per capita cost for elementary schools for 1912-13 would be $32.02, an increase of 23 cents over the cost for 1911-12.

† A new salary schedule, with increases in each position, went into effect during the school year 1907-08.

TABLE XII.

DAY HIGH SCHOOLS.

Year	Cost of Instruction	Average No. Belonging	* Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1903–04......	$101,951	2,932	$49 73	$3 86	8.4
1904–05......	104,293	1,893	55 09	5 36	10.7
1905–06......	107,244	1,852	57 90	2 81	5.1
1906–07......	108,578	1,761	61 65	3 75	6.4
1907–08......	117,573	1,987	† 59 17	—1 48	—2.3
1908–09......	133,641	2,272	58 82	— 35	—0.5
1909–10......	152,871	2,403	63 61	4 79	8.1
1910–11......	199,980	2,856	70 02	6 41	10.0
1911–12......	223,767	3,252	68 80	—1 22	—1.7
1912–13......	259,220*	3,719	69 70	90	1.3

* Prior to 1912-13 the cost for high school instruction was computed upon the cost of Hughes, Walnut Hills and Woodward only. This year the amount expended for high school instruction at Hartwell, Madisonville, Pleasant Ridge and Sayler Park is included. This will account for the increase in the per capita cost. Computed upon the former basis, the per capita cost is $64.55, a decrease of $4.25 over the cost for 1911-12.

† A new salary schedule, with increases in each position, went into effect during the school year 1907-08.

Table XIII.

Night Schools.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1903–04......	$8,033	$1,499	$5 38	$0 56	11.2
1904–05......	8,321	1,462	5 69	31	5.7
1905–06......	11,897	1,424	8 35	2 66	46.7
1906–07......	13,695	1,506	9 09	74	8 8
1907–08......	17,542	1,986	8 83	— 26	— 2.8
1908–09......	24,201	3,167	7 64	—1 19	—13.4
1909–10......	29,165	3,723	7 83	19	2.4
1910–11......	34,074	3,818	8 92	1 09	13 9
1911–12......	40,976	4,829	8 48	— 44	— 4.9
1912–13......	43,790	7,484	5 85	—2 63	—31.0

Table XIV.

Vacation Schools.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1907.........	$1,315	633	$2 07		
1908.........	2,279	1,681	1 35	—$0 72	—34.7
1909.........	3,425	2,254	1 51	16	11.8
1910.........	4,012	1,557	2 57	1 06	70.2
1911.........	3,913	1,210	3 23	66	25.7
1912.........	3,934	1,650	2 38	— 85	—26.3
1913.........	5,225	2,147	2 43	05	2.1

Table XV.

Summer Academic School.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1908.........	$1,260	372	$3 38		
1909.........	2,380	511	4 65	$1 27	37.5
1910.........	2,472	592	4 17	— 48	—10.3
1911.........	3,306	785	4 21	04	
1912.........	4,628	1,151	4 00	— 21	— 4.9
1913.........	5,414	1,220	4 43	43	10.7

TABLE XVI.

PLAYGROUNDS.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1909.........	$1,680	1,623	$1 03		
1910.........	4,660	2,040	2 28	$1 25	121.3
1911.........	8,257	2,248	3 67	1 39	60.9
1912.........	8,898	2,205	4 03	36	9.8
1913.........	7,847	1,983	3 95	— 08	— 1.9

TABLE XVII.

CONTINUATION SCHOOLS.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1909–10......	$2,293	186	$12 32		
1910–11......	4,107	200	20 50	$8 18	66.5
1911–12......	19,962	2,294	8 70	—11 80	—59.5
1912–13......	26,896	2,945	9 13	43	4.9

TABLE XVIII.

SUMMARY FOR THE SCHOOL YEAR 1912-13.

DEPARTMENT	Cost of Instruction	Average No. Belonging	Cost Per Capita
High Schools	$259,220	3,719	$69 70
Elementary Schools........................	950,208*	32,295	29 42
Kindergartens	44,310	1,935	22 89
Special Schools	23,836	481	47 37
Special Departments	91,574	....	2 79†
Continuation Schools	26,896	2,945	9 13
Night Schools	43,790	7,484	5 85

* Not including special departments or supervision other than that of principals.

† Based upon the average number belonging in the elementary and special schools.

TABLE XIX.

ENROLLMENT BY AGE AND GRADE FOR THE SCHOOL YEAR 1912-13.

Born in	1908	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	1891	Totals
Age in June	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
K.Garten	45	**2574**	**282**	64	4	3	3	1	....	1	2	....	1	....	....	....	....	....	2,980
Grade 1.	1	146	**3969**	**2054**	614	186	75	37	17	12	10	3	....	....	....	....	....	....	7,124
" 2..	....	1	126	**2224**	**1730**	792	343	126	70	17	14	11	....	1	....	....	....	....	5,455
" 3..	....	....	2	180	**1785**	**1572**	1004	453	242	97	40	15	6	....	....	....	....	....	5,396
" 4..	....	....	....	2	157	**1477**	**1455**	1014	617	266	145	48	11	2	1	....	....	....	5,195
" 5..	....	....	....	....	3	106	**1245**	**1245**	1087	650	393	142	20	2	1	....	1	....	4,895
" 6..	....	....	....	....	....	9	163	**928**	**1188**	921	534	155	24	4	....	....	....	....	3,926
" 7..	....	....	....	....	....	....	6	106	**920**	**1084**	735	312	54	9	1	....	....	....	3,227
" 8..	....	....	....	....	....	....	....	11	108	**838**	**963**	444	133	18	3	....	....	....	2,518
" 9..	....	....	....	....	....	....	....	....	3	102	**684**	**570**	301	72	18	4	1	....	1,755
" 10..	....	....	....	....	....	....	....	....	....	2	82	**417**	**369**	171	39	14	....	....	1,094
" 11..	....	....	....	....	....	....	....	....	....	....	22	174	**256**	**178**	49	15	3	....	697
" 12..	....	....	....	....	....	....	....	....	....	....	1	22	163	**200**	**125**	39	12	2	564
Totals by ages	46	2721	4379	4524	4293	4145	4294	3921	4252	3990	3625	2313	1338	657	237	72	17	2	44,826

The heavy-faced type shows the number of pupils of normal age for the grade; the number to the left of this type shows the number of pupils younger than the normal age for the grade; the number to the right, the number older than the normal age, by one year, two years, etc. The enrollment is the net enrollment, obtained by deducting from the total enrollment those who, by change of districts, were enrolled more than once.

An analysis of this table gives the following results:

Normal as to age and grade	30,332	68%
Younger than normal for their grade	1,743	4%
Older than normal for their grade	12,751	28%
One year behind their grade	7,235	16%
Two years behind their grade	3,370	7%
Three years behind their grade	1,369	3%
Four or more years behind their grade	777	2%

This means that out of each 100 pupils enrolled during the school year 1912-13, 68 were in the grades we should expect them to be according to their ages; 4 were a grade ahead of what we should expect; 28 were from 1 to 5 or more years behind their grade, according to age:—16 one year behind; 7, two years behind; 3, three years behind; and 2, four or more years behind.

In the third grade: 3 out of each 100 are younger than the age would indicate for the grade; 63 are normal; 34 are one or more years behind.

In the fifth grade 51 out of each 100 are where we should expect to find them according to age; 47 are one or more years behind, of whom 23 are two or more years behind.

Grouped according to kindergarten, primary (first four grades), grammar (second four grades), high school (third four grades), we have these results:

In the Kindergarten	6%
" Primary	+51%
" Grammar (intermediate)	32%
" High School	+ 9%

Omitting those attending the kindergarten, we find that out of each hundred pupils in school—

55 + were in the first four grades
35 + " " second four grades
10 — " " third four grades

TABLE XIX-A.

RETARDATION—SOME OF ITS CAUSES.

GRADE	Number of Pupils Two Years Over Age	Number of Pupils Three or More Years Over Age	Reasons for Retardation			
			Illness	Irregular Attendance	Physical Defects	Mental Defects
Third Grade	457	365	140	394	53	205
Fourth Grade ...	583	457	183	477	81	227
Fifth Grade	613	501	228	509	66	227
Sixth Grade	527	158	166	295	38	132
Totals	2,180	1,481	717	1,675	238	791

A report on 3,661 pupils in grades three to six, who were two or more years behind their grades, giving the principal reasons for retardation.

BUSINESS DEPARTMENT

BOARD OF EDUCATION, CINCINNATI, OHIO

September 1, 1913.

The Honorable Board of Education, Cincinnati, O.:

Gentlemen—The undersigned presents herewith for your consideration a report of the operations of the Business Department for the fiscal year commencing September 1, 1912, and ending August 31, 1913.

New Buildings Completed.

Guilford School.

Lot area,	34,440	sq. feet
Building area,	15,717	"
Cubic contents,	1,087,258	cu. feet
Cost,	$0.1569	"

Reinforced concrete and excavation	$41,200 00
Masonry and stone work	7,094 00
Cement work	3,868 00
Brick, terra cotta and tile	41,150 00
Carpenter work	22,306 00
Marble, slate and alberene	5,550 00
Plastering	8,777 00
Structural and ornamental iron work	9,954 00
Sheet metal and roofing	4,325 00
Painting and glazing	5,283 00
Hardware	4,423 00
Electric work	7,787 30
Plumbing	8,837 40
Ash-lift	115 00
Heating	9,213 00
Ventilating	5,981 00
Air-washer	1,227 00
Temperature regulation	1,100 00
Vacuum Cleaner	1,525 00
Gymnasium equipment	2,304 93
Furniture	4,196 07
Lockers	644 00
Shades	290 00
Total	$197,150 70

GEORGE F. SANDS SCHOOL.

Lot area,	51,212.85	sq. feet
Building area,	24,360	"
Cubic contents,	1,433,724	cu. feet
Cost,	$0.165	"

Excavating and grading	$5,200 00
Sheet metal and roofing	1,254 00
Stone, masonry and concrete footings	9,595 00
Brick and terra cotta	53,295 00
Reinforced concrete	58,770 00
Cut stone and granite	1,160 00
Hollow tile partitions	8,150 00
Carpenter work	27,191 97
Ornamental and structural iron	21,427 00
Lathing and plastering	12,588 00
Painting and glazing	6,898 00
Marble, slate and alberene	9,315 00
Hardware	4,345 00
Ash-lift	135 00
Parking	5,743 00
Cement work	1,800 00
Asphalt work	3,500 00
Electric work	9,045 00
Plumbing	11,434 60
Heating	13,988 00
Ventilating	8,538 00
Air-washer	1,383 00
Vacuum cleaner	1,797 00
Temperature regulation	1,580 00
Gymnasium equipment	2,676 25
Lockers	1,109 60
Furniture	7,117 68
Window shades	395 00
Total	$289,431 10

NEW BUILDINGS UNDER WAY.

FIFTEENTH DISTRICT SCHOOL.

About May 1, 1912, contracts were awarded and excavations commenced on the new building. Work had not proceeded very far when quicksand was discovered which delayed progress until some plan was evolved to provide for this contingency. It was finally agreed between the architect and ourselves to drive concrete piling and quite some time elapsed before the excavations proper could proceed. Everything moved along nicely for a few months. Unfortunately, however, during the past summer, when as a rule the greatest progress in construction work is made, the continuous labor troubles to which the city was subjected seriously delayed the work. Only those in close touch with conditions can realize how these troubles tied up all progress, just at a time when work can be pushed to the fullest extent. We believe all the difficulties are over now and expect to have the building ready for occupancy at the opening of school session in 1914.

IMPROVEMENTS TO BUILDINGS.

ELECTRIC LIGHTING SYSTEMS:

Hyde Park School		$1,618 00
Whittier School		2,018 00

PARKING:

Kirby Road School		7,532 00
Mt. Auburn School		7,078 76

PLUMBING, HEATING AND VENTILATING:

Sixth District School, showers		2,282 00
Carthage School, toilet system		8,873 00
Raschig School: Heating	$9,987 00	
Remodeling and plumbing	11,490 00	
Ventilating	4,194 00	
Temperature regulation	1,485 00	
Air-washer	1,437 00—	28,593 00

REMODELING:

Converting Session Room into Superintendent of Schools' quarters		567 00

NEW SCHOOL DESKS:

Sixth District School		2,947 90
Twenty-third District School		3,276 50
Mt. Auburn School		1,116 00
Twenty-eighth District School		1,000 40
Madisonville School		567 30
Woodward High School, Commercial Department		673 60

TINTING AND PAINTING (Performed by employees of the Board):

Sixth District School, outside woodwork painted.
Twentieth District School, class-rooms tinted.
Twenty-third District School, interior of new addition tinted.
Avondale School, interior tinted.
Bond Hill School, exterior woodwork painted.
Central Fairmount School, interior tinted.
Evanston School, exterior woodwork painted and varnished. All temporary building.
Fulton School, exterior painted.
Garfield School, ceilings painted.
Mt. Washington School, interior and exterior woodwork painted.
Hyde Park School, interior tinted.
Morgan School, interior tinted.
Peaslee School, interior tinted.
Raschig School, exterior painted.
Webster School, woodwork, desks and chairs varnished.
Whittier School, ceilings and cloak-rooms tinted.
First Intermediate School, outside woodwork painted.

WHITEWASHING (Contracted):

Class-rooms, corridors, offices, basements of fifteen houses whitewashed; Class-rooms, corridors and offices only of three houses whitewashed; Basements and toilets only of fourteen buildings whitewashed, representing a total cost of.................	$2,405 50

REPAIRS.

The following report is submitted relative to the amount of repairs made and supplies delivered for the period commencing September 1, 1912, to and including August 31, 1913:

FIRST DISTRICT SCHOOL:

General repairs	398 40	
Educational supplies	573 00	
Operating supplies	485 98	
		$1,457 38

FIFTH DISTRICT SCHOOL:

General repairs	280 59	
Educational supplies	102 61	
Operating supplies	402 01	
		$785 21

SIXTH DISTRICT SCHOOL:

General repairs	895 01	
Educational supplies	478 07	
Operating supplies	3,673 01	
		$5.046 09

TWELFTH DISTRICT SCHOOL:

General repairs	498 25	
Educational supplies	414 37	
Operating supplies	383 85	
		$1,296 47

TWENTIETH DISTRICT SCHOOL:

General repairs	623 02	
Educational supplies	257 87	
Operating supplies	387 59	
		$1,268 48

TWENTY-SECOND DISTRICT SCHOOL:

General repairs	398 62	
Educational supplies	467 43	
Operating supplies	592 36	
		$1,458 41

TWENTY-THIRD DISTRICT SCHOOL:

General repairs	859 80	
Educational supplies	419 72	
Operating supplies	3,737 45	
		$5,016 97

Twenty-fifth District School:		
General repairs	320 32	
Educational supplies	304 06	
Operating supplies	108 94	
		$733 32
Twenty-eighth District School:		
General repairs	1,299 69	
Educational supplies	315 94	
Operating supplies	317 25	
Construction	530 45	
		$2,463 33
Thirtieth District School:		
General repairs	337 01	
Educational supplies	539 18	
Operating supplies	502 43	
		$1,378 62
Avondale School:		
General repairs	1,649 04	
Educational supplies	313 41	
Operating supplies	597 22	
		$2,559 67
Bloom School:		
General repairs	491 79	
Educational supplies	179 35	
Operating supplies	327 94	
		$999 08
Bond Hill School:		
General repairs	151 88	
Educational supplies	199 21	
Operating supplies	268 71	
		$619 80
Carthage School:		
General repairs	447 28	
Educational supplies	425 77	
Operating supplies	50 37	
		$923 42
Central Fairmount School:		
General repairs	1,299 96	
Educational supplies	314 36	
Operating supplies	167 91	
		$1,782 23
Chase School:		
General repairs	644 45	
Educational supplies	501 72	
Operating supplies	194 67	
		$1,340 84

CLIFTON SCHOOL:		
General repairs	799 73	
Educational supplies	314 56	
Operating supplies	169 55	
		$1,283 84
COLLEGE HILL SCHOOL:		
General repairs	638 44	
Educational supplies	436 42	
Operating supplies	46 45	
		$1,121 31
COLUMBIAN SCHOOL:		
General repairs	1,273 62	
Educational supplies	268 52	
Operating supplies	431 12	
		$1,973 26
DOUGLASS SCHOOL:		
Construction	96 55	
General repairs	812 54	
Educational supplies	507 53	
Operating supplies	971 85	
		$2,388 47
DYER SCHOOL:		
General repairs	998 11	
Educational supplies	867 33	
Operating supplies	1,046 63	
		$2,912 07
EVANSTON SCHOOL:		
General repairs	1,015 83	
Educational supplies	227 69	
Operating supplies	223 81	
		$1,467 33
FERNBANK SCHOOL:		
General repairs	8 03	
Educational supplies	16 95	
Operating supplies	9 89	
		$34 87
FULTON SCHOOL:		
General repairs	488 66	
Educational supplies	222 08	
Operating supplies	154 54	
		$865 28
GARFIELD SCHOOL:		
General repairs	1,274 66	
Educational supplies	378 05	
Operating supplies	465 95	
		$2,118 66

Guilford School:

General repairs	356 06	
Educational supplies	445 35	
Operating supplies	4,341 77	
		$5,143 18

Harrison School:

Construction	871 13	
General repairs	293 12	
Educational supplies	219 38	
Operating supplies	55 41	
		$1,439 04

Hartwell School:

General repairs	350 86	
Educational supplies	812 90	
Operating supplies	380 55	
		$1,544 31

Highlands School:

General repairs	905 13	
Educational supplies	221 66	
Operating supplies	99 43	
		$1,226 22

Hoffman School:

Construction	639 83	
General repairs	970 49	
Educational supplies	206 37	
Operating supplies	164 68	
		$1,981 37

Horace Mann School:

Construction	12	
General repairs	679 63	
Educational supplies	254 94	
Operating supplies	522 68	
		$1,457 37

Hyde Park School:

General repairs	743 32	
Educational supplies	287 11	
Operating supplies	919 31	
		$1,949 74

Jackson School:

General repairs	995 09	
Educational supplies	541 55	
Operating supplies	316 99	
		$1,853 63

Kirby Road School:

General repairs	869 90	
Educational supplies	451 83	
Operating supplies	204 81	
		$1,526 54

Lincoln School:

General repairs	902 52	
Educational supplies	198 32	
Operating supplies	339 21	
		$1,440 05

Linwood School:

General repairs	638 42	
Educational supplies	243 78	
Operating supplies	300 11	
		$1,182 31

Madisonville School:

Construction	945 80	
General repairs	833 42	
Educational supplies	310 92	
Operating supplies	627 41	
		$2,717 55

McKinley School:

General repairs	239 68	
Educational supplies	581 34	
Operating supplies	313 83	
		$1,134 85

Morgan School:

General repairs	874 99	
Educational supplies	441 00	
Operating supplies	746 82	
		$2,062 81

Mt. Adams School:

General repairs	160 35	
Educational supplies	158 75	
Operating supplies	429 15	
		$748 25

Mt. Auburn School:

General repairs	1,309 59	
Educational supplies	294 70	
Operating supplies	1,817 42	
		$3,421 71

North Fairmount School:

General repairs	684 67	
Educational supplies	276 37	
Operating supplies	30 17	
		$991 21

Oakley School:

Educational supplies	533 47	
Operating supplies	646 21	
General repairs	49 39	
		$1,229 07

Oyler School:

General repairs	568 69	
Educational supplies	371 22	
Operating supplies	692 57	
		$1,632 48

Peaslee School:

General repairs	1,271 02	
Educational supplies	504 95	
Operating supplies	655 52	
		$2,431 49

Pleasant Ridge School:

General repairs	435 61	
Educational supplies	562 58	
Operating supplies	177 73	
		$1,175 92

Raschig School:

General repairs	757 49	
Educational supplies	550 80	
Operating supplies	423 56	
		$1,731 85

Riverside School:

General repairs	947 67	
Educational supplies	189 73	
Operating supplies	139 03	
		$1,276 43

Sands School:

General repairs	885 80	
Educational supplies	210 82	
Operating supplies	8,998 94	
		10,095 56

Sayler Park School:

General repairs	232 68	
Educational supplies	120 45	
Operating supplies	266 81	
		$619 94

Sherman School:

General repairs	786 75	
Educational supplies	336 68	
Operating supplies	842 51	
		$1,965 94

Vine Street School:

General repairs	635 42	
Educational supplies	168 42	
Operating supplies	788 45	
		$1,592 29

WARSAW SCHOOL:

General repairs	378 50	
Educational supplies	181 54	
Operating supplies	618 95	
Construction	1,682 17	
		$2,861 16

WASHBURN SCHOOL:

General repairs	486 91	
Educational supplies	1,220 18	
Operating supplies	845 51	
		$2,552 60

WASHINGTON SCHOOL:

General repairs	1,849 01	
Educational supplies	765 78	
Operating supplies	647 93	
		$3,262 72

WEBSTER SCHOOL:

General repairs	907 65	
Educational supplies	324 02	
Operating supplies	603 73	
		$1,835 40

WESTWOOD SCHOOL:

General repairs	1,203 75	
Educational supplies	383 67	
Operating supplies	602 90	
		$2,190 32

WHITTIER SCHOOL:

General repairs	721 56	
Educational supplies	562 80	
Operating supplies	825 98	
		$2,110 34

WINDSOR SCHOOL:

General repairs	698 18	
Educational supplies	325 50	
Operating supplies	242 06	
		$1,265 74

WINTON PLACE SCHOOL:

Construction	268 56	
General repairs	276 07	
Educational supplies	389 19	
Operating supplies	159 87	
		$1,093 69

SECOND INTERMEDIATE BUILDING:

General repairs	86 02	
Operating supplies	128 96	
		$214 98

FOURTH INTERMEDIATE SCHOOL:

General repairs	247 88	
Educational supplies	268 23	
Operating supplies	179 80	
		$695 91

HARTWELL HIGH SCHOOL:

Educational supplies	$438 20

HUGHES HIGH SCHOOL:

General repairs	2,513 63	
Educational supplies	1,611 70	
Operating supplies	2,761 48	
		$6,886 81

MADISONVILLE HIGH SCHOOL:

General repairs	384 53	
Educational supplies	99 33	
Operating supplies	7 68	
		$491 54

PLEASANT RIDGE HIGH SCHOOL:

Educational supplies	$11 11

WALNUT HILLS HIGH SCHOOL:

General repairs	143 31	
Educational supplies	273 64	
Operating supplies	729 43	
		$2,146 38

WOODWARD HIGH SCHOOL:

General repairs	2,929 97	
Educational supplies	1,462 90	
Operating supplies	3,098 29	
		$7,491 16

NIGHT SCHOOLS:

Supplies	$655 65

SCHOOL FOR BLIND:

Equipment	34 31	
Supplies	30 00	
		$64 31

DEAF MUTE—ORAL SCHOOL:

Equipment	30 75	
Supplies	57 77	
		$88 52

MANUAL TRAINING DEPARTMENT:

Equipment	10,307 74	
Supplies	7,092 84	
		17,400 58

DOMESTIC SCIENCE DEPARTMENT:		
Equipment	3,359 51	
Supplies	2,814 44	
		$6,173 95
KINDERGARTEN DEPATMENT:		
Equipment	250 00	
Supplies	1,624 75	
		$1,874 75
PHYSICAL CULTURE DEPARTMENT:		
Equipment	163 05	
Supplies	576 48	
		$739 53
CONTINUATION SCHOOL:		
Equipment	90 21	
Supplies	508 86	
		$599 07
CONTINUATION SCHOOL FOR GIRLS:		
Equipment	70 80	
Supplies	370 95	
		$441 75
DRAWING DEPARTMENT:		
Equipment	354 93	
Supplies	3,744 15	
		$4,099 08
SPECIAL SCHOOLS:		
Equipment	26 50	
Supplies	1,295 42	
		$1,321 92
HOUSE OF REFUGE:		
Supplies		$110 44
GERMAN DEPARTMENT		120 76
MUSIC DEPARTMENT		1,191 75
INVESTIGATING COMMITTEE		37 14
HYGIENE EXHIBIT		120 68
STEREOPTICONS AND SHADES		389 33
BUREAU OF HYGIENE		474 94
CITY HALL		1,427 55
VACATION PLAYGROUNDS		2,829 59
SOCIAL CENTERS		46 35
OPEN AIR SCHOOL:		160 47
VACATION SCHOOL		1,427 84
WOODWARD DRAWING AND MANUAL TRAINING SPECIAL FUND		78 74
GARDEN SCHOOL		111 55

OPERATIONS OF BUSINESS DEPARTMENT.

Repair material on hand Aug. 31, 1912	$5,126 37	
" " purchased Sept. 1, 1912, to Aug. 31, 1913	6,992 67	
	$12,119 04	
Repair material disbursed Sept. 1, 1912, to Aug. 31, 1913	5,234 52	
Repair material on hand Aug. 31, 1913		6,884 52
Supplies on hand Aug. 31, 1912	$18,408 26	
" purchased Sept. 1, 1912, to Aug. 31, 1913	29,639 85	
	$48,048 11	
Supplies distributed Sept. 1, 1912, to Aug. 31, 1913	31,309 06	
Supplies on hand Aug. 31, 1913		16,739 05
General labor		4,966 28
This includes cost of working up raw material, wages of drivers, and such other sundry labor expense which cannot be charged to any school or department.		
General expenses		1,294 89
This includes general advertising, laboratory inspection, general freight and express charges, telegrams, etc.		
Cash discounts		389 94
Sundry assets		540 38
Cost of operating warehouse building		2,504 16
Wages of janitor, night watchman, telephone operator, telephone service, etc.		
Stable expense		3,391 50
This includes maintenance of six horses, wages of stable boss, maintenance and fuel charges on three automobiles, harness and repairs, feed and garage rent.		
Expense, Business Manager and Chief Engineer's offices		583 47
Expense, Custodian's Department and Book Repair Department, including wages of eight girls		4,609 98
Total Amount Vouchered		$490,999 46

RECEIPTS.

The following is a statement of moneys received from sources as indicated below and turned into the City Treasury, as evidenced by the Treasurer's receipt numbers given herewith.

Rents	330 01
Desks and furniture	316 75
Old carpets	30 00
Sale of old buildings	955 50
Contract deductions	69 75
Old barrels	41 04
Scrap iron	809 82
Blackboards	38 12
Stoves	10 00
Scrapbooks	267 08
Horses	211 00
Rental of school lot	56 00
Miscellaneous	65 08
Total	$3,200 15

TREASURER'S RECEIPTS:

No. 1491	591 50
" 1492	437 44
" 310A	361 59
" 349	705 09
" 451	574 95
" 580	529 58
Total	$3,200 15

COAL CONSUMPTION.

The amount and kind of coal consumed in each school building during the winter of 1912-1913 is as follows:

SCHOOLS	Run of Mine, Tons	Lump, Tons	Nut and Slack, Tons
First District	21.075	102.852	
Fifth District		129.375	
Sixth District	233.185		
Twelfth District		109.4	
Twentieth District		115.575	
Twenty-second District	167.975		
Twenty-third District	97.325	120.25	
Twenty-fifth District		108.35	
Twenty-eighth District		105.7	
Thirtieth District	134.175		
Avondale			298.325
Boys' Special		102.04	
Bond Hill	46.567	17.052	
Bloom-Winchell Avenue		94.675	
Carthage	79.42		
Central Fairmount			232.025
Chase	158.66		
Clifton			233.3
College Hill	101.975		
Columbian	136.275		
Continuation—Sycamore Street		113.85	
Douglass	226.875		
Dyer			435.53
Evanston		11.8	204.85
Fulton		40.95	
Guilford (New)	145.175		
Garfield	186		
Harrison	92.875		
Hoffman		128.575	
Horace Mann	135.575		
" " —Mt. Washington		23.575	
Hyde Park	141.95		
" " —Drake Avenue		15.75	
" " —Delta Avenue		8.075	
Jackson		95.825	
Kirby Road	176.725		
" " —West Fork		13	
Lincoln	169.172		
Linwood	69.01	3	
Madisonville	216.697		

SCHOOLS	Run of Mine, Tons	Lump, Tons	Nut and Slack, Tons
McKinley	95.532		
" —California		17.175	
" —Three Mile		6	
Morgan	241.12		
Mt. Adams	33.1	21	
Mt. Auburn	204.85		
North Fairmount	95.25		
Oakley—West	5.2		
Oyler	160.2		
Peaslee	158.845		
Pleasant Ridge	8.775		
Raschig	165.425		
Riverside	72.225	47.15	
" —Tell Cottage		12.6	
" —Trautman	13.4		
" —Anderson Ferry	15.4		
Sands	280.05	15	
Sayler Park		88.05	
" " —Fernbank		4	
Sherman	31.225	196.025	
Special No. 3	48.975	61.5	
Vine Street	110.15		
Warsaw	27.525	50.55	
Washburn	271.425		
Washington	316.135		
Webster	170.025		
Westwood	141.9		
" —Cheviot		10.8	
Whittier	167.3		
Windsor	39.7	94.6	
Winton Place	165.65		
Hughes High	942.735		
Madisonville High	84.875		
Walnut Hills High	201.675		
Woodward High	1,005.63		
Warehouse	89.335		
Fourth Intermediate		29	
Totals	8,100.318	2,113 425	1,404.03
	$2.53	$2.38	$1 90
	$20,493.80	$5,029.95	$2,667.65

TEXT BOOK REPORT.

ELEMENTARY TEXT BOOKS:	Volumes.	Value.
On hand Sept. 1, 1912	17,693	$5,632 39
Received Sept. 1. 1912 to Aug. 31, 1913	41,100	12,803 50
Distributed Sept. 1, 1912 to Aug. 31, 1913	49,070	13,642 65
Repaired Sept. 1, 1912 to Aug. 31, 1913 (valued at 50% cost price)	79,588	14,998 98
Discarded worn-out books, same period	36,303	
On hand Aug. 31, 1913	9,723	4,793 24

SUPPLEMENTARY READING:		
On hand Sept. 1, 1912	3,458	909 75
Received Sept. 1, 1912 to Aug. 31, 1913	18,306	5,812 94
Distributed Sept. 1, 1912 to Aug. 31, 1913	19,432	5,757 25
On hand Sept. 1, 1913	2,332	965 44
Repaired Sept. 1, 1912 to Aug. 31, 1913 (valued at 50% of net cost)	8,512	1,391 23
Discarded worn-out books	1,308	
HIGH SCHOOL BOOKS:		
Purchased Sept. 1, 1912 to Aug. 31, 1913	12,483	6,964 39
Repaired Sept. 1, 1912 to Aug. 31, 1913 (valued at 50% net cost)	31,886	8,679 48
Discarded worn-out books	1,674	

NOTE—The total value of all repaired books (which otherwise would have to be discarded), based on one-half of their net cost, amounts to $25,069.69. The cost of maintaining the Repair Department, as shown elsewhere in this report, is fixed at $4,609.98. In addition to the repair work, the Department is also engaged in covering, stamping and labeling new books, of which no record is kept.

About May 15, 1912, an investigation of the affairs of this department was asked by certain contractors who believed that the Board was not getting value received for the money expended. The Board of Education at once recognized the request, and a committee of five members was appointed by the president. The appointed committee held meetings one and two days of each week for a period of one year. Many contractors were summoned to appear and examinations made. In addition to this, the committee appointed several experts in various branches who were requested to take the plans and specifications for several buildings, check them up, and if possible, find what omissions existed. Some very lengthy reports were returned in due time and as a whole were found to be very satisfactory. Of course; there were some slight deviations from the plans and specifications, but it was conceded by architects and builders that such deviations are unavoidable owing to structural conditions. Conditions will arise from time to time, material cannot be had, and plans will fail to connect. At times the substitution of some other material or method of constructions is frequently found necessary. Sometimes a change is necessitated by the failure to receive certain material and the time lost in this failure would more than counteract any difference in cost arising through a substitution.

I am of the opinion that all minor matters confronted during the construction of buildings should rest entirely with the Business Manager for interpretation and adjustment, without any protest. I am heartily in favor of the suggestion to refer to the Board all changes that require either a deduction or increase of cost of the contract, providing structural conditions will admit of the delay involved in reporting to the Board.

It must be borne in mind that the vast amount of construction and remodeling work which the Board has undertaken during the last four or five years necessitated hundreds of decisions and interpretations of questions that would admit of not a moment's delay. These changes and deviations are of an extremely technical nature and it is very hard to explain them to those unfamiliar with construction work. It has never been the policy of this department to ask favors of any of the contractors, and when changes have been encountered the cost has been adjusted in all cases to my satisfaction and on a basis that was advantageous to the Board.

It can be appreciated, also, that with all the necessary changes made on the spur of the moment, covering a period of years, it is quite a task to be put under cross examination and recall exigencies of the moment which necessitated such changes. These changes, of course, are first brought to my attention by the inspector on the work. He finds that one branch will not connect with another or that it is impossible to procure the articles stipulated in the specifications. Frequently engineers and architects "overwrite" their specifications, calling for articles not known to the local trade.

CONSTRUCTION INSPECTION.

The general inspection of all new buildings and remodeling is taken care of by competent men who are recognized by architects to be fully equal to the task. These men are selected by the Board, and, so far as I am aware, each and every man has proven equal to his recommended qualifications. It is the duty of each inspector to carry out the most rigid instructions, given him from this office, to secure strict compliance with the specifications and plans. He does not promote or suggest any changes, but when these are found to be absolutely necessary he reports to the Business Manager on a daily report. In this manner the Business Manager is in constant touch with the progress and the history of every building. It has been suggested that relief could be obtained by employing what is considered a qualified mechanic on each branch of work; i. e., carpenter, painter, electrician, brickmason, etc. This, I believe, would not produce very satisfactory results as it is entirely out of the question to employ such men temporarily. This would entail a cost which would be absolutely prohibitive as the various stages of work would result in days and days of idleness and I do not hesitate to repeat that the present system does and will insure entire satisfaction in the construction of new buildings and procure for the Board every single item to which it is entitled. On the electrical construction, however, since there has been some evidence of deviation, I would suggest that the Business Manager be permitted to employ an electrical engineer to inspect all the electrical work before final payment has been made on contract. This, I am sure, will avoid all criticism in the future.

I have made the statement that I believe our department is getting value received for its money in its new buildings. This is substantiated by the following brief statistics which I have gathered which are computed on a cubic content basis:

City.	Average Cost of School Buildings, per Cubic Foot
	Cents.
New York City, N. Y.	18
Boston, Mass.	17
Chicago, Ill.	18
Cleveland, O.	17
St. Louis, Mo.	17½

Under my supervision the Board of Education has erected eighteen new buildings at a total cost of $4,220,689, containing, in all, 26,147,676 cubic feet, making an average cost of 16 14-100 cents per cubic foot.

While the legal building requirements for school buildings in this city and the equipment furnished by the Board of Education are of as high a standard as those of any city in the country, the cost of our schools per cubic foot is considerably less. I wish to call your attention to the fact that this result could not have been obtained without the most rigid economy and supervision.

At my request the committee invited the Bureau of Municipal Research to investigate the methods employed in this department. A thorough investigation was in operation for several weeks and printed copies of the result were placed in the hands of each member of the Board. A perusal of this report shows that a vast amount of business has been handled very satisfactorily, with a few suggestions for some minor changes in the present system.

The Aministrative Department is directly under the supervision of the Business Manager. This department maintains more than eighty buildings and includes the janitor service, heating and ventilating, the purchase of fuel, which is under the supervision of the Chief Engineer who makes his reports in proper form to the Business Manager for final action. General repair work is under the supervision of the Superintendent of Buildings, under the control of the Business Manager. The purchase of new material and supplies for the entire school system, from the kindergartens to the highest grades in high school is handled by the department, supplies delivered to the warehouse and redistributed by means of a requisition properly made and signed by the principal. The repair of thousands of text books is made by experienced book-binders. The custodian in charge has the care and distribution of supplies.

In conclusion, I believe the investigation at every angle will prove to be of great assistance to the entire department, and at the same time will prove to be a warning for all contractors who might have an inclination to take advantage of our supervision.

Respectfully submitted,

C. W. HANDMAN,
Business Manager.

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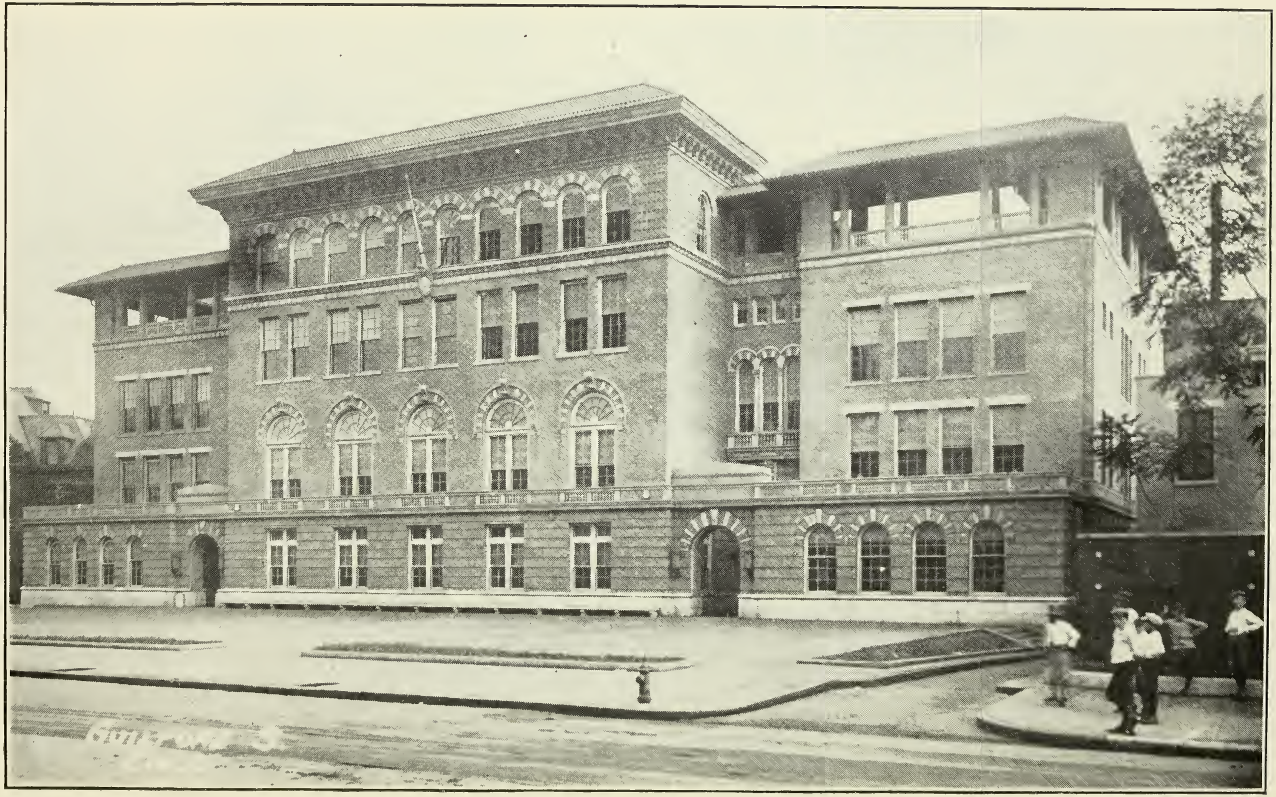

Guilford School

Cincinnati Public Schools

Eighty-Fifth

Annual Report

For the School Year
Ending August 31
1914

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James G. Fisk
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A. E. Mittendorf

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M. Edith Campbell
James G. Fisk
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Annie Laws
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Delegates from the Woodward Fund

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Charles G. Gomegys
Emil Pollak
John Schwaab
Jacob Schroder

Delegates from the Hughes Fund

Kennon Dunham
Charles H. Stephens

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Charles William Dabney, *President of the University*
Arthur M. Spiegel, *Member of the Board of Directors*
Randall J. Condon, *Superintendent of Schools*
Albert D. Shockley, *Member of the Board of Education*

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Robert W. Shafer, *Deputy Clerk*

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Henry Klein, *Superintendent of Buildings*
H. P. Becker, *Clerk*
Charles F. Jordan, *Chief Engineer*
Asa P. Marvin, *Chief Janitor*
Louis H. Doepke, *Custodian*

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Edward D. Roberts, *Assistant Superintendent*
Anna E. Logan, *Assistant Superintendent*

Supervisors

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Julia S. Bothwell, *Kindergartens*
Elmer W. Christy, *Manual Training*
Mary M. Conway, *Continuation Schools*
H. H. Fick, *German*
Frank Murden Moore, *Social Centers*
A. H. Steadman, *Penmanship*
Charlotte M. Ullrich, *Domestic Science*
William H. Vogel, *Drawing*
Carl Ziegler, *Physical Training*

College for Teachers

Wm. P. Burris, *Dean*
John W. Hall, *Professor of Elementary Education*
Henry S. West, *Professor of Secondary Education*

FINANCIAL STATEMENT

Cincinnati, O., September 1, 1914.

To the Honorable, the Board of Education of the School District of the City of Cincinnati:

Ladies and Gentlemen—Herewith I submit to your honorable body a statement of the receipts and expenditures of the Board for the fiscal year ending August 31, 1914:

Balance September 1, 1913			1,250,504 36
RECEIPTS			
Taxes:			
Balance of August, 1913, settlement	362,324 03		
In full of February, 1914, settlement	1,018,397 36		
On account of August, 1914, settlement	965,000 00		
		2,345,721 39	
State of Ohio, for support of the School for the Blind and Deaf		7,976 37	
Interest on deposit of school funds		35,926 60	
Woodward rents		12,027 96	
Hughes rents		1,700 00	
Foreign tuition		12,644 48	
Examination fees		525 00	
Sale of Kirby Road School lots		3,600 00	
Miscellaneous sales and collections by Business Manager		1,978 16	
Rent of auditoriums and river front lot		23 00	
Sale of Domestic Science and Physical Training books		42 00	
Kennedy Heights School District, balance		417 62	
W. M. Yeatman, J. P., fine in employment case		25 00	
Interest on Fleischmann Library Fund		80 00	
Collections for Manual Training supplies		1,851 28	
Collections for Domestic Science supplies		1,696 23	
Proportionate share of Bridgetown School taxes		178 14	
Sale of tickets for commencement exercises		364 00	
Sale of bonds, premium and accrued interest		205,383 08	
Refunders:			
R. B. Witt, City Treasurer, salary of Ph. Rittweger		92 30	
Harry C. Sandusky, bill for plans		89 40	
Trustees of School Teachers' Pension Fund, H. J. Disque deduction		12 00	
Gustav W. Drach, overpayment for plans		10 00	
Baldwin Piano Company, duplicate bill		6 00	
Cincinnati & Sub. Bell Tel. Co., telephones removed		11 26	
Union Gas & Electric Co., Carthage electric bills		4 03	
Scott-Foresman Co., error in bill		1 00	
Roessler Bros., error in voucher		1 00	
Carl Ziegler, deduction from salaries		230 01	
Jennie D. Porter, " "		10 50	
F. M. Russell, " "		18 00	
G. B. Bolenbaugh, " "		15 00	
W. S. Strickland, " "		10 00	
J. M. Davis, " "		9 00	
E. M. Sawyer, " "		2 75	
S. G. Bauer, " "		6 75	
P. A. Johnston, " "		9 00	
U. D. Clephane, " "		2 25	
M. F. Andrew, " "		30 00	
J. C. Heywood, " "		18 00	
L. M. Schiel, " "		1 12	
Wm. Grautman, Clerk, for Principals G. C. Emig, $2.75; U. D. Clephane, $1.13; P. A. Johnston, $15; G. H. Denham, $2.25; O. P. Voorhes, 75c; Ada M. Wheeler, 50c; E. E. Ellis, $2.50		24 88	
Transfer of funds		30,000 00	
			2,662,774 56
Total			$3,913,278 92

EXPENDITURES OF THE SCHOOLS

SCHOOLS	Super-vision	Instruction	Janitors	Repairs	Light	Fuel	Furniture and Apparatus	Rent	Total
First District	2,400 00	22,707 63	1,343 60	44 25	235 80	7 59			26,738 87
Fifth District		156 00	711 30	113 47	77 91				1,058 68
Sixth District	2,400 00	24,858 52	2,471 90	2,416 34	947 11	702 82	4 46		33,801 15
Twelfth District	2,400 00	17,820 88	1,563 20	181 43	212 65	244 21			22,422 37
Fifteenth District			693 00	8 33	43 71	1,751 41			2,496 45
Twentieth District	2,392 80	17,910 77	1,268 40	466 16	45 90	270 90			22,354 93
Twenty-second District	1,700 00	15,618 13	2,076 80	238 00	459 70	481 55	40		20,574 58
Twenty-third District	2,400 00	22,326 26	2,794 40	465 79	637 36	1,140 92			29,764 73
Twenty-fifth District	1,860 00	12,488 17	1,343 60	272 65	158 45	525 66			16,648 53
Twenty-eighth District	2,400 00	15,891 86	1,468 40	1,201 99	45 42	387 28	465 00		21,859 77
Thirtieth District	1,900 00	19,393 26	1,749 20	532 76	359 21	364 80	4 46		24,303 69
Avondale	2,300 00	21,364 01	2,794 40	535 65	735 04	871 57	2 50		28,603 17
Bond Hill	1,500 00	5,492 50	821 60	3,059 25		333 11	409 60		11,616 06
Bloom	2,400 00	16,700 76	1,312 40	292 75	286 23	185 50		288 75	21,466 39
Chase	2,400 00	16,823 38	1,640 00	232 92	499 33	1,083 94			22,679 57
Carthage	2,000 00	10,229 75	1,062 80	8,799 67	25 09	451 13			22,568 44
Central Fairmount	1,900 00	10,032 38	2,092 40	558 77	205 80	731 44			15,520 79
Clifton	1,900 00	12,574 87	2,295 20	1,041 28	377 45	968 56			19,157 36
College Hill	1,900 00	10,671 25	1,328 00	1,013 11	21 77	637 28			15,571 41
Columbian	2,400 00	17,030 24	1,811 60	146 40	336 73	399 47	22 00		22,146 44
Douglass	1,898 00	19,983 75	2,324 40	490 90	671 28	605 27		75 00	26,048 60
Dyer	2,400 00	28,001 62	3,346 80	1,495 40	580 21	1,044 50	18 75		36,887 28
Evanston	1,700 00	11,418 70	1,983 20	293 91	297 88	967 05			16,660 74
Fulton	1,644 00	7,314 25	819 20	400 15	140 80				10,318 40
Garfield	2,400 00	17,342 50	1,902 80	2,631 23	493 37	551 00	30 20		25,334 10
Guilford	1,900 00	16,492 99	3,026 40	1,885 90	1,908 06	1,233 03	1,132 84		27,579 22
Harrison	1,679 60	9,049 50	1,515 20	120 07	312 53	586 05			13,262 95
Hartwell	1,944 00	10,900 51	1,188 00	318 34	84 83	272 66	60 00		14,768 34
Highlands	1,600 00	9,011 00	1,952 00	407 29	881 02				13,851 31
Hoffman	2,400 00	19,805 88	1,577 60	198 23	259 08	303 98			24,544 77
Hyde Park	2,400 00	20,413 38	2,466 80	2,506 46	230 41	583 28		48 00	28,648 33
Jackson	2,328 00	17,180 75	1,248 00	226 98	565 93	185 25	1 75		21,736 66
Kirby Road	2,300 00	17,544 37	2,903 60	6,730 26	782 64	591 82	3 00		30,855 69
Lincoln	2,400 00	15,945 50	1,952 00	190 91	393 07	828 48	17 00		21,726 96
Linwood	1,600 00	9,123 75	938 00	162 98	66 26	268 82	36 00		12,195 81
McKinley	1,900 00	14,276 50	1,688 80	253 91	470 95	784 57			19,374 73
Madisonville	2,816 00	34,068 63	3,474 00	842 03	489 14	1,213 19	389 30		43,292 29
Mann	1,900 00	11,443 25	2,125 60	167 67	255 69	597 57			16,489 78
Morgan	1,728 80	18,557 50	2,987 60	679 82	527 50	780 57			25,261 79
Mt. Auburn	2,238 00	21,225 50	2,254 40	622 01	499 50	604 00	3 00		27,446 41
North Fairmount	1,895 00	10,336 50	1,187 60	211 55	110 12	559 61			14,300 38
Oakley	1,900 00	9,447 75	2,234 40	336 57	398 55	960 93	4 30		15,282 50
Oyler	2,349 60	15,970 00	1,727 20	379 50	268 80	591 15			21,286 25
Peaslee	1,900 00	13,647 99	1,967 60	585 38	276 47	513 87	459 89		19,351 20
Pleasant Ridge	2,100 00	10,796 75	1,967 60	665 62	905 60	631 05			17,066 62
Raschig	2,225 00	20,273 00	1,827 20	10,482 67	568 88	1,102 56	13,189 00		49,668 31
Riverside	1,844 00	9,697 88	1,154 00	710 23	201 85	801 44			14,409 40
Sands	2,400 00	30,769 28	3,278 00	855 38	1,571 14	1,181 85	22 50		40,078 12
Sayler Park	1,600 00	6,903 23	1,737 40	3,292 71		382 46	15 00		13,930 80
Sherman	2,400 00	20,965 49	1,780 40	317 67	325 24	531 75	26 80		26,347 35

EXPENDITURES OF THE SCHOOLS—Continued.

SCHOOLS	Supervision	Instruction	Janitors	Repairs	Light	Fuel	Furniture and Apparatus	Rent	Total
Vine Street	1,795 00	12,263 63	1,014 00	218 34	282 56	298 68	4 30		15,876 51
Warsaw	1,700 00	9,008 75	904 80	286 57	67 33	42 10			12,009 55
Washburn	2,400 00	28,545 12	2,997 20	451 45	730 15	934 53	162 09		36,220 54
Washington	2,244 00	27,046 63	2,888 00	925 65	1,339 67	1,448 68			35,892 63
Webster	2,400 00	18,724 39	1,702 40	382 07	563 94	561 30			24,334 10
Westwood	2,288 50	17,156 90	2,776 80	412 65	408 20	495 14			23,538 19
Whittier	2,000 00	16,337 11	2,045 60	2,913 69	360 98	545 37	300 53		24,503 28
Windsor	1,900 00	17,436 64	1,421 60	476 72	323 26	456 10	3 50		22,017 82
Winton Place	1,900 00	11,394 74	2,388 80	470 55	713 07	880 96	269 80		18,017 92
Boys' Special	1,600 00	4,000 00	1,185 60	80 06	499 16	393 59			7,758 41
Special No. 3	1,300 00	6,385 13	1,170 00	350 66	500 28	363 54			10,069 61
Deaf Mute	1,300 00	5,307 26							6,607 26
Manual Training	1,994 00	23,206 50							25,200 50
Domestic Science	1,800 00	14,579 49							16,379 49
Drawing	2,400 00	9,789 21							12,189 21
Music	2,400 00	15,443 25							17,843 25
Penmanship	2,400 00	5,823 12							8,223 12
Physical Training	2,400 00	18,384 75							20,784 75
Girls' Continuation	1,795 50	14,684 90							16,480 40
Boys' Continuation		4,685 29							4,685 29
German	2,600 00								2,600 00
Kindergarten	1,624 50								1,624 50
Hughes	3,200 00	109,858 00	8,626 80	1,594 76	1,962 28	3,655 42	541 45		129,438 71
Woodward	2,691 90	107,477 12	8,205 60	2,866 05	3,732 15	3,719 45	1,346 57	312 72	130,351 56
Walnut Hills	2,550 00	41,419 00	2,045 60	156 19	576 86	655 74	29 50		47,432 89
Refuge		3,250 00							3,250 00
East Night High	448 00	9,891 00	1,205 45						11,544 45
West Night High	441 00	4,600 00	668 95						5,709 95
Washington, Night	430 50	3,140 00	576 60						4,147 10
Commercial, Night	307 50	8,575 00							8,882 50
Industrial, Night	192 00	2,050 00							2,242 00
Domestic Science, Night	177 00	5,921 50	100 20						6,138 70
Peaslee, Night	213 00	1,440 00	244 95						1,897 95
Sherman, Night	216 00	1,837 50	193 80						2,247 30
Douglass, Night	225 00	672 50	234 55						1,132 05
Old Hughes, Night	222 00	682 50	121 75						1,026 25
Gym, Night	210 00	2,020 00	265 45						2,495 45
Music, Night		30 00							30 00
Twenty-second District, Night	219 00	530 00	221 45						970 45
College	12,366 48								12,366 48
Kennedy Heights	930 00	2,514 25	1,070 10	25 97	123 84	328 02			4,992 18
Playgrounds	100 00	1,063 25							1,163 25
Vacation School	75 00	1,680 00							1,755 00
School Garden	2,192 50								2,192 50
Summer School	180 00	3,068 00							3,248 00
Boys' Co-operative	150 00								150 00
Superintendent of Schools	10,000 00								10,000 00
Assistant Superintendent of Schools	3,600 00								3,600 00
Totals	$183,861 18	$1,359,920 75	$137,454 05	$71,694 05	$32,431 01	$45,575 52	$18,958 49	$724 47	$1,850,619 52

EXPENDITURES 1913-1914—CONTINUED.

Amount brought forward		1,850,619 52
GENERAL ACCOUNT		
Furniture, fixtures and apparatus	18,438 24	
Stationery, supplies, printing	4,495 96	
Fuel	610 05	
Light and power	535 63	
Text books	17,754 46	
Renovation of books, covers, etc	4,749 61	
Manual Training, equipment and supplies	9,895 71	
Domestic Science, equipment and supplies	10,905 13	
Kindergarten, equipment and supplies	2,441 55	
School for the Blind, supplies, bus, etc	1,052 99	
Gymnasium repairs	939 54	
Night School sundries	967 50	
Advertising	315 02	
Institute lectures	674 65	
Tax title to Ferguson Park	1,119 23	
Social Centers and extra janitor service	3,122 78	
Enumeration of youth	1,500 61	
School Teachers' Pension	23,639 25	
Supplementary reading	3,457 26	
Lunch rooms	1,661 00	
Transportation of pupils	3,565 97	
Miscellaneous: Graduation, postage, telephones	12,031 72	
Special School, matron, boarding, car tickets	2,103 33	
Laboratory supplies	876 99	
Playgrounds, gardens and Vacation Schools	1,006 90	
Webster Playgrounds	29,872 49	
Repairs, material, hauling	15,994 24	
		173,727 81
ADMINISTRATION		
Clerk, Board of Education	3,000 00	
Deputy Clerk, Board of Education	2,000 00	
General Clerk and Stenographer	1,200 00	
Secretary, Union Board	600 00	
Sergeant-at-Arms	22 00	
Treasurer of School Funds	499 94	
Clerk, Superintendent of Schools	1,800 00	
Truant Officer and assistants	7,572 98	
Business Manager	4,500 00	
Superintendent of Buildings	3,500 00	
Clerk, Business Department	1,500 00	
Amount carried forward	$26,194 92	$2,024,347 33

Amount brought forward	26,194 92	2,024,347 33
Custodian of Supplies	1,400 00	
Chief Engineer	1,800 00	
Chief Janitor	1,300 00	
Stenographers, Superintendent of Schools	1,700 00	
Stenographers, Business Department	1,400 00	
Telephone operator	312 00	
Assistant Custodian of Supplies	520 00	
Assistant Clerk	900 00	
Visiting Engineer	799 74	
Board of Examiners	800 00	
		37,186 66

BONDS, INTEREST AND SINKING FUND

	Bonds	Interest		
Cincinnati	42,276 00	129,611 00	171,887 00	
Madisonville	....	7,360 00	7,360 00	
Riverside	2,600 00	300 00	2,960 00	
South Bend	600 00	307 50	907 50	
Carthage	500 00	37 50	537 50	
College Hill	500 00	487 50	987 50	
Sayler Park	500 00	150 00	650 00	
Warsaw	1,000 00	350 00	1,350 00	
Kennedy Heights	....	3,956 25	3,956 25	
Hartwell	2,500 00	635 00	3,135 00	
Pleasant Ridge	....	3,217 50	3,217 50	
Bond Hill	....	480 00	480 00	
Oakley	....	4,550 00	4,550 00	
	$50,476 00	$151,502 25	$201,978 25	201,978 25

BUILDING FUND

	Buildings	Sites		
Fifteenth District	158,898 88	....	158,898 88	
Lafayette Bloom	30,524 76	....	30,524 76	
Mt. Auburn	2,533 70	....	2,533 70	
Guilford	9,194 40	....	9,194 40	
Fourteenth District	2,055 59	....	2,055 59	
Avondale	19,217 63	....	19,217 63	
College Hill	4,960 63	....	4,960 63	
Pleasant Ridge	320 00	....	320 00	
Linwood	770 00	....	770 00	
Kirby Road	1,070 76	....	1,070 76	
Woodward	2,571 30	....	2,571 30	
Warsaw	3.863 55	....	3,863 55	
Thirteenth District	1,248 17	....	1,248 17	
Oakley	1,396 45	....	1,396 45	
Hyde Park	24 05	....	24 05	
Madison Avenue	....	55 60	55 60	
Sherman (Twelfth District)	....	25 00	25 00	
	$238,649 87	$80 60	$238,730 47	238,730 47
Transfer of funds				30,000 00
Total				$2,532,242 71
Balance August 31, 1914				$1,381,036 21

Respectfully submitted,

WM. GRAUTMAN,

Clerk.

STATEMENT OF RECEIPTS AND EXPENDITURES

From January 1, 1914, to December 31, 1914.

TUITION FUND

	Dr.	Cr.
Balance January 1, 1914	16,860 68	
Receipts during the year	1,558,976 37	
Disbursements during the year	....	1,571,751 55
Balance December 31, 1914	....	4,085 50
Totals	$1,575,837 05	$1,575,837 05

CONTINGENT FUND

	Dr.	Cr.
Balance January 1, 1914	151,450 77	
Receipts during the year	364,067 16	
Disbursements during the year	....	409,455 70
Balance December 31, 1914 *	....	106,062 23
Totals	$515,517 93	$515,517 93

* Against this balance there are certifications in the amount of $82.125.

BUILDING FUND

	Dr.	Cr.
Balance January 1, 1914	535,378 15	
Receipts during the year	206,828 08	
Disbursements during the year	....	317,259 22
Balance December 31, 1914 †	....	424,947 01
Totals	$742,206 23	$742,206 23

† Against this balance there are certifications in the the amount of $279,799.20.

BONDS, INTEREST AND SINKING FUND

	Dr.	Cr.
Balance January 1, 1914	18,786 22	
Receipts during the year	181,000 00	
Disbursements during the year	....	199,553 25
Balance December 31, 1915	....	232 97
Totals	$199,786 22	$199,786 22

TUITION, CONTINGENT, BUILDING, BONDS, INTEREST AND SINKING FUNDS

	Dr.	Cr.
TUITION FUND		
Balance September 1, 1913	422,231 07	
Receipts during the year	1,752,947 23	
Disbursements during the year		*1,549,195 88
Balance August 31, 1914		625,982 42
Totals	$2,175,178 30	$2,175,178 30
* Of this amount $5,413.95 was paid into the School Teachers' Pension Fund, as provided by law.		
CONTINGENT FUND		
Balance September 1, 1913	223,134 92	
Receipts during the year	489,834 25	
Disbursements during the year		542,338 11
Balance August 31, 1914		170,631 06
Totals	$712,969 17	$712,969 17
BUILDING FUND		
Balance September 1, 1913	603,927 15	
Receipts during the year	218,993 08	
Disbursements during the year		238,730 47
Balance August 31, 1914		584,189 76
Totals	$822,920 23	$822,920 23
BONDS, INTEREST AND SINKING FUND		
Balance September 1, 1913	1,211 22	
Receipts during the year	201,000 00	
Disbursements during the year		201,978 25
Balance August 31, 1914		232 97
Totals	$202,211 22	$202,211 22

WARRANTS OUTSTANDING AUGUST 31, 1914

No. M-696,	Contingent Fund	92 00
No. M-704,	" "	25 97
No. M-711,	" "	48 00
No. M-719,	" "	32 08
No. M-769,	" "	161 68
Total		$359 73

ESTIMATED TAX DUPLICATE OF THE SCHOOL DISTRICT OF CINCINNATI FOR 1914

$605,948,930

TAX LEVY, 4.10 MILLS

BONDED DEBT SEPTEMBER 1, 1914

TITLE OF BONDS	No. of Bonds	Amount of Bonds	Rate of Interest Percent	Interest Payable	Principal Payable	Option
Riverside	11	$5,500 00	5	Mar. & Sept.	500 an'ally	....
Warsaw	12	6,000 00	5	Mar. & Sept.	1,000 an'ally	....
Bond Hill......	10	4,000 00	6	Feb. & Aug.	Aug. 1, 1923	....
Bond Hill......	10	4,000 00	6	June & Dec.	Dec. 23, 1923	....
South Bend....	11	1,100 00	5	May & Nov.	$100 annually	....
South Bend....	10	5,000 00	5	June & Dec.	500 annually	....
Sayler Park...	7	3,500 00	4	May & Nov.	500 annually	....
College Hill....	19	9,500 00	5	Apr. & Oct.	500 annually	....
Carthage	1	500 00	5	Apr. & Oct.	500 annually	....
Hartwell	10	1,000 00	5	Oct. & Apr.	200 annually	....
"	16	1,600 00	5	Dec. & June	200 annually	....
"	6	3,000 00	5	Feb. & Aug.	1,500 annually	....
"	55	5,500 00	5	Oct. & Apr.	400 annually	....
Pleasant Ridge	40	20,000 00	4½	Feb. & Aug.	Aug. 17, 1929	....
"	3	1,500 00	4½	Apr. & Oct.	Apr. 1, 1916	....
"	100	50,000 00	4½	Jan. & July	Jan. 2, 1949	....
Oakley	160	80,000 00	4	Mar. & Sept.	Mar. 14, 1950	....
"	50	25,000 00	4½	Nov. & May	Nov. 1, 1950	....
"	10	500 00	4½	Apr. & Oct.	Apr. 1, 1952	....
Madisonville ..	70	35,000 00	4	May & Nov.	May 11, 1930	....
" ..	12	6,000 00	4	Feb. & Aug.	Feb. 24, 1932	....
" ..	5	2,500 00	4	June & Dec.	Dec. 29, 1936	....
" ..	100	50,000 00	4	Mar. & Sept.	Mar. 14, 1938	....
" ..	50	25,000 00	4	Apr. & Oct.	Oct. 3, 1938	....
" ..	100	50,000 00	4	Mar. & Sept.	Mar. 27, 1939	....
" ..	6	3,000 00	4	Feb. & Aug.	Aug. 23, 1940	....
Kennedy Hghts.	100	50,000 00	4	June & Dec.	June 19, 1952	....
" ..	30	15,000 00	4	June & Dec.	Dec. 19, 1952	....
" ..	1	1,250 00	4½	Mar. & Sept.	Sept. 10, 1923	....
Cincinnati	500	250,000 00	4	Mar. & Sept.	Sept. 1, 1936	Sept. 1, 1906
"	1	42,500 00	3½	Mar. & Sept.	Sept. 1, 1936	Sept. 1, 1906
"	500	50,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
"	100	50,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
"	60	30,000 00	3	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
"	67	33,500 00	3½	Apr. & Oct.	Oct. 1, 1940	Oct. 1, 1910
"	200	100,000 00	3½	May & Nov.	May 1, 1945	....
"	300	150,000 00	3½	Apr. & Oct.	Oct. 16, 1945	....
"	500	250,000 00	3.65	June & Dec.	June 25, 1946	....
"	400	200,000 00	4	Nov. & May	Nov. 26, 1946	....
"	500	250,000 00	4	Apr. & Oct.	Apr. 13, 1948	....
"	400	200,000 00	4	Mar. & Sept.	Sept. 8, 1948	....
"	600	300,000 00	4	Mar. & Sept.	Mar. 30, 1949	....
"	360	180,000 00	4	June & Dec.	June 21, 1949	....
"	500	250,000 00	4	Mar. & Sept.	Mar. 28, 1950	....
"	480	240,000 00	4	June & Dec.	Dec. 5, 1950	....
"	600	300,000 00	4	June & Dec.	Dec. 4, 1951	....
"	700	350,000 00	4	Apr. & Oct.	Oct. 21, 1952	....
"	200	100,000 00	4½	Feb. & Aug.	Feb. 9, 1934	....
"	200	100,000 00	4¼	Apr. & Oct.	Apr. 13, 1934	....

SCHOOL EXPENSES, CINCINNATI, 1834 TO 1914, INCLUSIVE

FISCAL YEAR ENDING IN	Total Expenses	Teachers' Salaries	Number teachers employed.	Number enrolled pupils......	Number pupils in av'ge daily attendance....	Cost per pupil —total enrollment on total expenses.......	Cost per pupil —av'ge daily attendance on total expenses.	Cost per pupil —total enroll-m't on teachers' salaries...	Cost per pupil —av'ge daily attendance on teachers' sal's	Average annual salaries — all teachers included ....
1834	$28,175 25	$8,371 09	30	2,300	1,800	$12 25	$15 65	$3 63	$4 65	$279 00
1835	27,544 87	8,648 43	43	2,400	1,500	11 47	17 77	3 60	5 60	201 00
1836	....	11,430 48	44	....	....	....	....	....	....	....
1837	....	14,999 05	47	....	....	....	....	....	....	....
1838	23,222 66	15,846 37	53	2,900	2,400	8 00	9 68	5 46	6 60	299 00
1839	22,003 99	19,901 10	64	4,480	2,500	4 91	8 80	4 41	7 96	310 00
1840	24,956 48	19,604 35	63	5,057	2,604	4 93	9 59	3 87	7 52	311 00
1841	28,668 84	18,594 82	59	6,081	2,760	4 71	10 60	3 05	6 07	315 00
1842	....	18,565 12	70	6,975	3,033	....	....	2 66	6 12	265 00
1843	26,878 22	20,091 70	76	7,100	3,140	3 74	8 56	2 82	6 40	261 00
1844	29,436 60	20,979 62	78	8,248	3,726	3 56	7 90	2 54	5 63	268 00
1845	34,622 08	23,927 82	86	5,425	4,173	6 38	8 29	4 41	5 75	278 00
1846	35,491 38	25,020 50	95	9,835	4,480	3 60	7 91	2 54	5 58	263 00
1847	48,885 03	26,499 50	97	10,120	4,429	4 83	11 03	2 61	5 88	273 00
1848	58,636 57	35,378 35	127	12,000	5,044	4 88	11 62	2 78	7 01	278 00
1849	50,529 13	38,462 96	137	11,544	5,090	4 37	9 92	3 33	7 55	280 00
1850	67,884 30	46,834 23	148	12,240	5,362	5 54	12 66	3 82	8 73	316 00
1851	89,442 42	50,856 51	157	13,583	6,194	6 58	14 44	3 74	8 21	323 00
1852	103,712 92	57,356 94	160	15,435	6,980	6 71	14 85	3 71	8 21	358 00
1853	112,831 95	64,025 96	193	15,808	7,382	7 13	15 28	4 05	8 67	332 00
1854	115,689 22	86,151 78	222	16,809	8,141	6 28	14 21	5 12	10 58	388 00
1855	206,047 81	96,945 78	225	16,182	8,581	12 11	24 01	6 36	11 29	430 00
1856	181,777 44	98,821 75	222	16,673	8,803	10 90	20 64	5 92	11 21	445 00
1857	193,183 40	103,707 44	240	18,603	9,669	10 38	19 97	5 56	10 72	432 00
1858	203,616 81	133,284 54	252	17,999	10,546	11 31	19 30	7 40	12 63	528 00
1859	274,839 31	139,510 04	282	18,238	11,342	15 06	24 23	7 64	12 30	459 00
1860	230,831 14	147,437 45	317	20,892	12,537	11 04	18 41	7 05	11 76	465 00
1861	291 640 12	156,231 54	341	22,479	13,835	12 97	21 07	6 95	11 29	458 00
1862	212,294 46	146,703 50	348	22,520	14,624	24 39	35 53	13 21	19 34	818 00
1863	242,126 43	159,566 16	355	23,188	14,911	9 04	14 51	6 61	10 02	421 00
1864	279,750 00	186,271 06	373	23,518	14,963	10 44	16 23	6 88	10 70	449 00
1865	298,230 87	216,165 30	373	24,312	16,258	11 89	18 69	7 92	12 44	499 00
1866	322,050 58	240,798 26	384	24,898	16,835	12 29	18 34	8 89	13 29	579 00
1867	415,586 58	290,027 42	396	24,249	17,322	12 93	19 72	9 67	14 30	627 00
1868	504,059 21	311,435 96	418	26,352	18,476	17 13	23 99	11 96	16 74	732 00
1869	608,062 99	336,536 22	439	26,111	18,638	19 12	27 28	11 81	16 85	745 00
1870	680,054 06	368,312 33	450	27,875	19,140	23 28	32 62	12 88	18 05	766 00
1871	717 939 43	418,229 81	507	28,656	20,896	25 05	34 36	14 59	20 01	834 00
1872	746,027 03	419,713 18	510	27,617	20,048	27 01	37 21	15 19	20 93	822 00
1873	757,561 22	420,225 36	513	27,675	20,609	27 37	36 76	15 18	20 39	819 00

SCHOOL EXPENSES, CINCINNATI, 1834 TO 1914, INCLUSIVE—CONTINUED.

FISCAL YEAR ENDING IN	Total Expenses	Teachers' Salaries	Number teachers employed.	Number enrolled pupils......	Number pupils in av'ge daily attendance.....	Cost per pupil —total enrollment on total expenses.......	Cost per pupil —av'ge daily attendance on total expenses.	Cost per pupil —total enroll-m't on teachers' salaries...	Cost per pupil —av'ge daily attendance on teachers' sal's	Average annual salaries — all teachers included..........
1874	$733,029 56	$437,891 26	510	28,949	21,486	$25 32	$34 11	$15 12	$20 37	$858 00
1875	650,676 02	471,834 11	545	28,999	21,929	22 43	29 67	16 27	21 51	865 00
1876	725,020 78	493,525 27	579	30,115	22,420	24 07	32 33	16 38	22 01	852 00
1877	660,933 66	519,307 71	587	31,370	24,073	21 06	27 45	16 55	21 15	884 00
1878	699,587 76	523,735 67	604	32,276	25,062	21 67	27 91	16 22	20 89	867 00
1879	741,274 40	530,596 62	633	32,568	25,083	22 76	29 55	16 29	21 16	838 00
1880	687,193 71	531,024 88	628	33,654	26,049	20 41	26 37	15 77	20 38	845 00
1881	672,278 05	543,294 43	650	33,770	26,244	19 90	25 61	16 08	20 70	835 00
1882	859,397 12	562,510 86	659	34,254	26,521	25 08	32 40	16 41	21 21	853 00
1883	769,309 25	569,936 76	680	34,388	27,049	22 37	28 44	16 57	21 07	838 00
1884	692,544 62	567,352 68	696	35,271	28,172	19 63	24 58	16 08	20 13	815 00
1885	762,954 44	575,595 15	706	35,436	28,082	21 50	27 16	16 24	20 43	815 00
1886	832,854 34	590,632 97	716	36,006	29,046	23 13	28 67	16 40	20 33	825 00
1887	846,171 03	603,976 40	734	36,466	28,762	23 69	29 41	16 56	21 00	824 00
1888	904,207 61	607,101 21	727	36,093	28,130	25 05	32 14	16 82	21 58	835 00
1889	926,642 76	613,697 81	747	36,636	28,949	25 47	32 23	16 75	21 18	821 00
1890	791,140 23	615,708 10	746	36,659	28,754	21 58	27 51	16 79	21 41	803 00
1891	705,187 41	615,147 94	766	36,990	29,099	19 06	24 23	16 63	21 13	803 00
1892	914,333 42	630,875 83	765	37,093	29,015	24 64	21 51	17 00	21 74	837 00
1893	986,312 76	641,288 41	760	37,648	29,634	26 19	33 28	17 03	21 64	843 00
1894	978,482 84	655,949 18	762	38,537	30,639	25 43	32 01	17 02	21 40	860 00
1895	975,433 51	679,358 28	822	39,903	31,926	24 44	30 55	17 02	21 28	827 00
1896	957,374 79	729,638 29	886	42,789	34,019	22 37	28 14	17 05	21 44	823 00
1897	1,161,721 99	761,698 34	916	43,458	35,237	26 73	32 96	17 52	21 61	831 00
1898	1,116,214 37	775,348 18	933	44,635	35,840	25 00	31 14	17 37	21 63	841 00
1899	1,004,930 02	795,860 57	995	44,792	35,992	22 43	27 92	17 24	21 45	827 00
1900	1,001,077 77	805,899 13	1,000	45,966	35,861	21 77	27 91	17 53	22 44	805 00
1901	1,064,047 57	800,167 62	969	44,285	35,554	24 02	29 93	18 06	29 90	805 00
1902	1,184,701 61	806,677 63	919	44,458	34,979	26 64	33 86	18 14	23 06	832 00
1903	1,051,882 19	801,032 65	956	43,884	34,842	23 97	30 16	18 25	22 99	871 00
1904	1,086,770 57	813,003 12	1,005	45,583	35,597	23 84	30 53	17 83	22 84	808 95
1905	1,155,524 71	824,040 80	1,004	44,227	35,779	26 13	32 30	18 03	23 03	820 75
1906	1,642,245 76	860,118 44	1,017	42,812	33,373	38 35	49 20	20 09	25 77	845 75
1907	1,962,761 55	910,518 15	1,069	44,018	33,580	44 59	58 43	20 68	27 11	851 75
1908	2,372,407 28	1,015,268 31	1,106	43,927	34,085	54 00	69 60	23 10	29 78	917 95
1909	3,098,513 24	1,130,533 20	1,168	46,466	35,692	66 68	86 81	24 33	31 67	967 90
1910	2,813,121 45	1,210,792 31	1,213	47,454	37,847	59 90	74 32	25 51	31 99	998 18
1911	2,782,236 32	1,286,510 72	1,302	48,486	36,494	57 38	76 21	26 53	35 25	988 10
1912	2,478,053 76	1,393,539 69	1,501	53,886	41,826	45 98	59 25	25 84	31 32	928 40
1913	2,493,637 97	1,483,079 28	1,565	60,771	45,231	41 03	55 10	24 40	32 78	941 26
1914	2,532,242 71	1,543,781 93	1,576	59,662	45,696	44 12	55 41	25 87	33 78	979 55

SCHOOL TREASURER'S STATEMENT

Showing balances in various funds of the school treasury for the year ending August 31, 1913; also showing receipts, disbursements and balances remaining in the school treasury for the year ending August 31, 1914.

Funds	Balance on Hand Sept. 1, 1913	Receipts During the Year	Disbursements During the Year	Balance on Hand Aug. 31, 1914
Tuition	422,231 07	1,752,947 23	1,549,195 88	625,982 42
Contingent	223,134 92	489,834 25	541,978 38	170,990 79
Building	603,927 15	218,993 08	238,730 47	584,189 76
Bonds, Interest & Sinking	1,211 22	201,000 00	201,978 25	232 97
Totals	$1,250,504 36	$2,662,774 56	$2,531,882 98	$1,381,395 94

WARRANTS OUTSTANDING AUGUST 31, 1914

No. M-696, Contingent Fund	92 00
No. M-704, " "	25 97
No. M-711, " "	48 00
No. M-719, " "	32 08
No. M-769, " "	161 68
Total	$359 73

RICHARD B. WITT, *Treasurer.*

Per HENRY F. WEHMANN, *Bookkeeper.*

BUDGET FOR 1915

FINANCIAL PROGRAM OF THE BOARD OF EDUCATION

Showing Proposed Expenditure for Each Function Performed by the Board, the Fund from which it is Proposed to Make the Expenditure, and the Estimated Revenue Available or Requested for Financing the Program

CLASSES OF REVENUE	Estimated Total Revenue	FUNDS			
		Tuition	Contingent	Building	Bonds, Interest and Sinking
Cash balance January 1, 1915					
General School Tax required	2,473,245 15	1,570,044 00	658,100 40		245,100 75
State Appropriations:					
General	140,000 00	140,000 00			
Rent of swamp land (Section 16)	5,000 00	5,000 00			
Deaf Mute School	4,500 00	4,500 00			
School for Blind	3,600 00	3,600 00			
Foreign Tuition from other School Districts	9,000 00		9,000 00		
Rents from Hughes and Woodward Trustees	11,000 00		11,000 00		
Interest on School Deposits	30,000 00		30,000 00		
Miscellaneous Sales, etc	2,000 00		2,000 00		
Total Estimated Revenue	$2,678,345 15	$1,723,144 00	$710,100 40		$245,100 75
Total Available Resources	$2,678,345 15	$1,723,144 00	$710,100 40		$245,100 75
FUNCTIONAL CLASSIFICATION OF SCHOOL DISTRICT					
DEPARTMENT OF GENERAL ADMINISTRATION	Estimated Total Expenditures				
Board of Education, etc.					
General	11,925 00		11,925 00		
School Census	1,600 00		1,600 00		
Interest and Sinking Fund for Bonded Debt	†245,100 75				245,100 75
Fire Insurance	25,000 00		25,000 00		
Total for Dpartment of General Administration	$283,625 75		$38,525 00		$245,100 75

† Of the request for Interest and Sinking Fund for Bonded Debt $48,737 is for bonds issued since May 6, 1913, while $196,363.75 is for outstanding bonds issued prior to that date.

Showing Proposed Expenditure for Each Function Performed by the Board, the Fund from which it is Proposed to Make the Expenditure, and the Estimated Revenue Available or Requested for Financing the Program—Continued

DEPARTMENT OF INSTRUCTION	Estimated Total Expenditures	FUNDS			
		Tuition	Contingent	Building	Bonds, Interest and Sinking
Division of Superintendence					
General	24,830 00	17,000 00	7,830 00		
Institutes	1,000 00		1,000 00		
Non-resident Tuition	200 00		200 00		
Commencement	1,000 00		1,000 00		
Teachers' Pensions	*37,500 00		37,500 00		
Total for Division of Superintendence	$64,530 00	$17,000 00	$47,530 00		
Division of Instruction					
Day Schools	1,415,070 00	1,415,070 00			
Night Schools	38,504 00	38,504 00			
Special Schools	80,660 00	80,660 00			
Special Departments	163,410 00	163,410 00			
Total for Division of Instruction	$1,697,644 00	$1.697,644 00			
Division of Compulsory Education					
Truancy	10,400 00		10,400 00		
Child Labor	3,700 00		3,700 00		
Total for Division of Compulsory Education	$14,100 00		$14,100 00		
Division of Auxiliary Service					
Lunch Rooms	4,000 00		4,000 00		
Social Centers	10,000 00		10,000 00		
Playgrounds	15,000 00	8,500 00	6,500 00		
Hygiene and Dental Clinic	3,500 00		3,500 00		
Transportation of Pupils	3,500 00		3,500 00		
Total for Division of Auxiliary Service	$36,000 00	$8,500 00	$27,500 00		
Total for Department of Instruction	$1,812,274 00	$1,723,144 00	$89,130 00		

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* Of the request for Teachers' Pensions, $26.000 is for 1915, and $11,500 for the shortage in the 1914 allowance.

Showing Proposed Expenditure for Each Function Performed by the Board, the Fund from which it is Proposed to Make the Expenditure, and the Estimated Revenue Available or Requested for Financing the Program—Continued

DEPARTMENT OF BUSINESS MANAGEMENT	Estimated Total Expenditures	FUNDS			
		Tuition	Contingent	Building	Bonds, Interest and Sinking
Division of Superintendence	20,811 95		20,811 95		
Division of Instructional Operation	107,727 20		107,727 20		
Division of School Plant Operation					
General	110,485 00		110,485 00		
Janitor Service	143,000 00		143,000 00		
Division of School Plant Maintenance					
General	170,421 25		170,421 25		
Total for Department of Business Management	$552,445 40		$552,445 40		
Contingencies	$30,000 00		$30,000 00		
Total Estimated 1915 Expenditures for the School District	$2,678,345 15	$1,723,144 00	$728,100 40		$245,100 75
Budget (1914)	$3,213,206 00	$1,745,960 00	$624,600 00	$649,500 00	$193,146 00
Increase in Request for 1915			$103,500 40		$51,954 75
Decrease in Request for 1915	$534,860 85	$22,816 00		$649,500 00	

SHOWING PROPOSED EXPENDITURE FOR EACH FUNCTION PERFORMED BY THE BOARD AND THE PURPOSES FOR WHICH IT IS PROPOSED TO MAKE THE VARIOUS EXPENDITURES

FUNCTIONAL CLASSIFICATION OF SCHOOL DISTRICT	Estimated Total Expenditures	PURPOSE OF EXPENDITURE				
		Personal Services	Services Other than Personal	Supplies and Materials	Equipment	Fixed Charges
DEPARTMENT OF GENERAL ADMINISTRATION						
Board of Education, etc.						
General	11,925 00	7,300 00	3,550 00	200 00	75 00	800 00
School Census	1,600 00	1,600 00				
Interest and Sinking Fund for Bonded Debt	245,100 75					245,100 75
Fire Insurance	25,000 00					25,000 00
Total for Department of General Administration	$283,625 75	$8,900 00	$3,550 00	$200 00	$75 00	$270,900 75
DEPARTMENT OF INSTRUCTION						
Division of Superintendence						
General	24,830 00	21,480 00	850 00	2,100 00	400 00	
Institutes	1,000 00		1,000 00			
Non-resident Tuition	200 00		200 00			
Commencement	1,000 00		1,000 00			
Teachers' Pensions	*37,500 00					37,500 00
Total for Division of Superintendence	$64,530 00	$21,480 00	$3,050 00	$2,100 00	$400 00	$37,500 00

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* Of the request for Teachers' Pensions, $26,000 is for 1915, and $11,500 for the shortage in the 1914 allowance.

Showing Proposed Expenditure for Each Function Performed by the Board and the Purposes for which it is Proposed to Make the Various Expenditures—Continued

	Estimated Total Expenditures	PURPOSE OF EXPENDITURE				
		Personal Services	Services Other than Personal	Supplies and Materials	Equipment	Fixed Charges
Division of Instruction						
Day Schools						
High	†317,160 00	317,160 00				
Elementary	1,030 780 00	1,030,780 00				
Kindergarten	67,130 00	67,130 00				
Night Schools						
High	30,304 00	30,304 00				
Elementary	8,200 00	8,200 00				
Special Schools						
College for Teachers	15,300 00	15,300 00				
School for the Deaf	7,410 00	7,410 00				
School for the Blind	1,790 00	1,790 00				
Open Air Schools	4,250 00	4,250 00				
School for Mental Defectives	11,510 00	11,510 00				
Boys' Special School	5,810 00	5,810 00				
Continuation School	15,000 00	15,000 00				
Vacation Schools	10,000 00	10,000 00				
Summer Academic Schools	7,040 00	7,040 00				
Hospital School	2,550 00	2,550 00				
Special Departments						
Domestic Science						
Day Elementary	20,260 00	20,260 00				
Night Industrial	8,840 00	8,840 00				
Continuation Schools	10,500 00	10,500 00				
Drawing						
Elementary	12,644 00	12,644 00				
Gardening	5,750 00	5,750 00				
Manual Training						
Day Elementary	38,436 00	38,436 00				
Night Industrial	4,440 00	4,440 00				
Music						
Elementary	19,060 00	19,060 000				
Penmanship						
Elementary	8,300 00	8,300 00				
Physical Training						
Day Elementary	26,940 00	26,940 00				
Night Gymnasium	3,240 00	3,240 00				
Compensation for Extra Service in all Departments	5,000 00	5,000 00				
Total for Division of Instruction	$1,697,644 00	$1,697,644 00				

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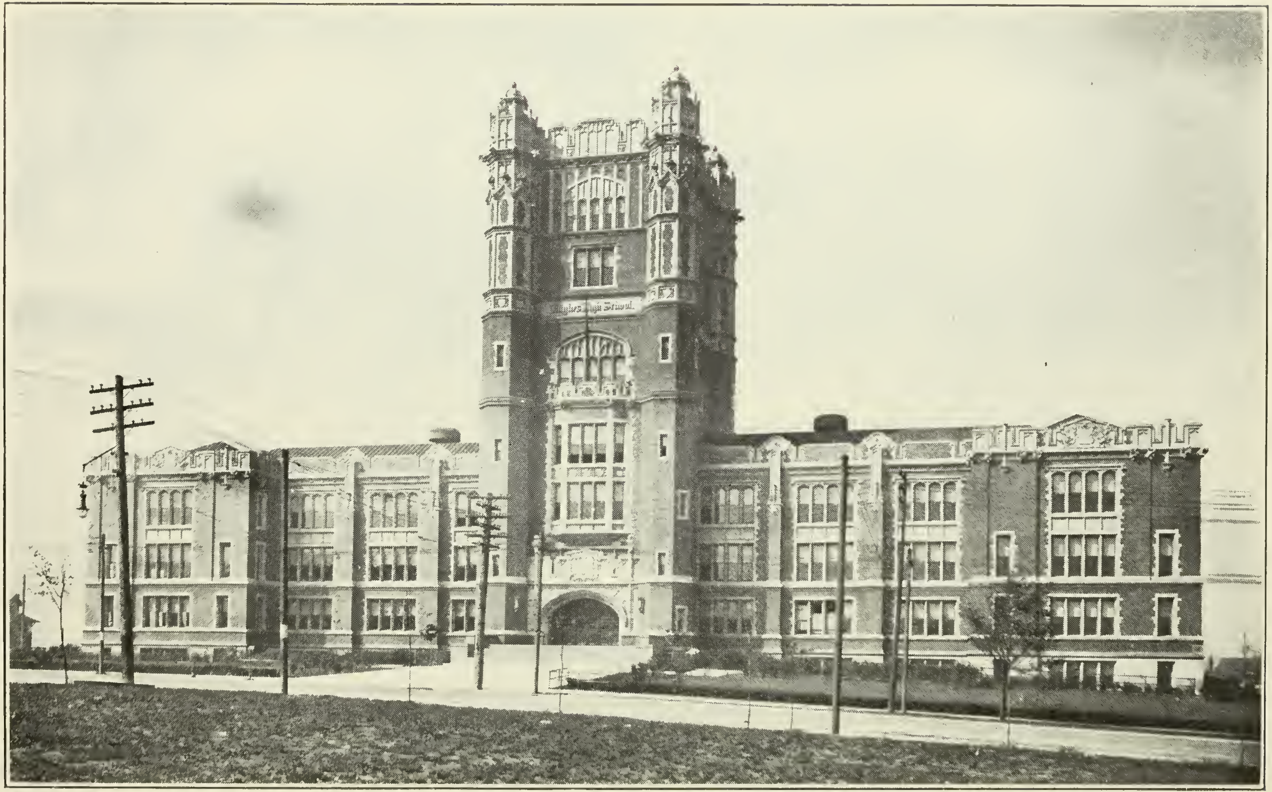
† Day High School teachers' salaries for Domestic Science, Manual Training and other special departments are included in the amount requested for day High School teachers.

Showing Proposed Expenditure for Each Function Performed by the Board and the Purposes for which it is Proposed to Make the Various Expenditures—Continued

	Estimated Total Expenditures	PURPOSE OF EXPENDITURE				
		Personal Services	Services Other than Personal	Supplies and Materials	Equipment	Fixed Charges
Division of Compulsory Education						
Truancy	10,400 00	7,800 00	100 00	300 00	200 00	2,000 00
Child Labor	3,700 00	2,700 00	100 00	400 00	500 00	
Total for Division of Compulsory Education	$14,100 00	$10,500 00	$200 00	$700 00	$700 00	$2,000 00
Division of Auxiliary Service						
Lunch Rooms	4,000 00	3,000 00		100 00	900 00	
Social Centers	10,000 00	8,000 00	1,000 00	1,000 00		
Playgrounds						
Vacation	10,000 00	4,500 00	1,000 00	1,500 00	3,000 00	
After School	5,000 00	4,000 00	500 00	500 00		
Hygiene and Dental Clinic	3,500 00		500 00	1,000 00	2,000 00	
Transportation of Pupils	3,500 00		3,500 00			
Total for Division of Auxiliary Service	$36,000 00	$19,500 00	$6,500 00	$4,100 00	$5,900 00	
Total for Department of Instruction	$1,812,274 00	$1,749,124 00	$9,750 00	$6,900 00	$7,000 00	$39,500 00
DEPARTMENT OF BUSINESS MANAGEMENT						
Division of Superintendence	20,811 95	13,123 95	1,903 00	2,135 00	3,650 00	
Division of Instructional Operation	107,727 20	6,152 20	1,125 00	79,600 00	20,850 00	
Division of School Plant Operation						
General	110,485 00	5,800 00	40,685 00	37,000 00	27,000 00	
Janitor Service	143,000 00		143,000 00			
Division of School Plant Maintenance						
General	170,421 25	47,311 25	67,310 00	22,300 00	33,500 00	
Total for Department of Business Management	$552,445 40	$72,387 40	$354,023 00	$141,035 00	$85,000 00	
Contingencies	$30,000 00					$30,000 00
Total Estimated Expenditures for the School District	$2,678,345 15	$1,830,411 40	$367,323 00	$148,135 00	$92,075 00	$358,400 75

UNION BOARD OF HIGH SCHOOLS
REPORT OF PRESIDENT



Hughes High School

REPORT OF PRESIDENT

Cincinnati, Ohio, June 22, 1914.

To the Honorable The Union Board of High Schools of Cincinnati.

Ladies and Gentlemen:—The organization of the Cincinnati Board of Education under the Senate Bill 95, generally designated as the Jung Bill, because it had been introduced by Senator Theodore C. Jung of Hamilton County, effected some changes in the composition of the Union Board. The Bill as passed and approved in May 1913 and taking effect on August 3, 1913, abolished the then existing Board of Education, and as afterwards determined, displaced it by a Board of seven members.

The contract between the trustees of the Woodward and Hughes funds and the Board of Education provides that the control and management of the High Schools shall be in the hands of fourteen persons, seven of whom trustees of the Woodward and Hughes funds and seven delegates annually elected by the Board of Education.

Accordingly at the appointed time, John Schwaab, Charles Gregory Smith, Edward J. Durr, Emil Pollak, L. J. Fogel, Jas. F. Clayton and J. G. Evans were elected as such delegates, and the Union Board, at its last meeting in May, 1913, organized by electing Charles Gregory Smith president, and August H. Bode, vice-president. Under the Jung Law the existence of the Board of Education was terminated on January 5, 1914, the new board of seven members took its place. The Board of Education being entitled to seven members in the Union Board, all of the members of the new Board of Education became members of the Union Board. The members formerly elected as delegates ceased to be members. A question as to the constitutionalityof the new board having been raised and submitted to the Supreme Court of Ohio, it was thought advisable to await the court decision before finally acting upon the organization of the Union Board and agreeable thereto the vice-president thereafter assumed the presidential chair and occupied the same until the end of the term.

Two members of the new Board were also trustees of the Woodward fund, J. M. Withrow and A. D. Shockley, and would therefore, be acting in the Union Board in the double capacity as trustees of the fund and as delegates of the Board of Education. They resigned as members of the trust fund and in place of J. M. Withrow, the Court appointed John Schwaab who, for many years had been a member of the Board of Education and had frequently been delegated by that board to represent it in the Union Board. The vacancy caused by the resignation of A. D. Shockley has not yet been filled. On June 13, the Supreme Court declared the Jung Law constitutional, and the Union Board of High Schools as now constituted is on a legal basis.

A restrospective view may sometimes be interesting and useful, and you will pardon me if I refer to reports made a decade ago by me when president of this board, and if I call attention to suggestions made at that time, and how they finally have been realized.

The condition of the high schools at that time was so unsatisfactory that I feel constrained to call attention to it at the beginning of my term as president, supplementing it by no more favorable comments at the end of it.

Attention was called to it that: "When a great and wealthy city like Cincinnati, does not offer the same means for mental and mechanical education that are provided in other cities, inferior in wealth and numbers, she wrongs her children and stunts her own development. The lack of proper provisions is undoubtedly the reason why the attendance in our high schools ranks very low compared with other cities.

"The curriculum of our schools has so far entirely neglected some of the most important phases of human activity, although the welfare of our city must largely depend upon it. An inland city without flourishing commerce and manufactures is a doomed city.

"If we do not foster these; if we do not offer our young people as complete and satisfactory a course to acquire the preliminaries for a commercial or industrial training as we now offer to those who wish to pursue a professional course, we shall more and more fall back in prestige and importance.

"Other cities have shown more discernment and have long since organized commercial and manual training schools. We have lost valuable time by our delay in establishing such an institution and the prospects are, that much more time may be lost."

The plea was interposed that there are no means to carry out such improvements, but I suggested, "If money is scarce and there is need of cutting down expenses, it were better done in some other direction, for it is certain that money saved by depriving our children of the chances to get as good an education, as is afforded in other cities will prove very costly in the end."

At the end of the year, I was unfortunately compelled to state, that of the many improvements suggested and desired by the board, not one had been accomplished. "It seems indeed that the advocates of *reasonable progress* in the near future have been discouraged by the convictions that there is no money to spare for additional educational purposes and have ceased their efforts to bring about needed improvements."

If we are lacking the money necessary to put our schools on a level with the best schools of the country, by employing a sufficient number of teachers, furnishing modern equipments and providing suitable buildings, "we have to realize that high-grade schools are preferable to a low tax rate and that no investment will bear better interest than money *wisely spent* for the improvement of our schools."

The advocates of *reasonable progres*s were fortunately not sufficiently discouraged to lay down on their oars, but bravely continued to labor in behalf of necessary improvements and very effectively, too, for today we can proudly say that there are no superior secondary schools in the world.

After comparison with other cities that had modernized buildings and courses of study, I ventured to predict that, if we erected suitable buildings and introduced modern courses of study, and increased their efficiency, so that we came up to the level of the best secondary schools, the number of our enrolled pupils and of graduates would be very materially increased, which so far had been considerably below the average of other cities. The result has verified this prediction for, while in 1903 in the three High Schools, Woodward, Hughes and Walnut Hills, 2,572 were enrolled, the number rose this year to 5,895 and the number of graduates increased from 272 to 533, the territory of the three school districts remained the same, and the population is possibly a little smaller now than in 1903, owing to the drain of the suburbs upon the inner city.

There were then 74 teachers employed in the three High Schools and at present 173 compose the teachers' staff. The teacher's salary has also partaken of the upward movement. Ten years ago the maximum salary of the High School principal was $2,600, but it is now fixed at $3,500, the female assistant teachers received a maximum of $1,200 and now receive $1,800. The superintendent now has a salary of $10,000 and in addition, a fully equipped automobile service. In 1904, the superintendent, Dr. Boone, was paid $4,500 and the janitor service in Hughes High School costs now twice as much as Dr. Boone received as his salary. The total amount of these salaries paid for the three High Schools amounted to $100,600 in 1913, but it now requires annually $240,068 and while the Walnut Hills High School, which was built in 1895, and erroneously looked upon as quite a complete school, cost $120,503, and was built upon a lot 200x200 ft., costing $2,442. The Woodward High School cost $730,350, its equipment $103,500 and the lot, 215x420 feet, $131,680. The imposing edifice of the Hughes High School cost $750,000, the equipment $95,000 and the lot, 420x425 feet, $101,863. The Woodward and the Hughes are handsome buildings, models of completeness, objects of justified pride of our citizens and greatly admired by visitors. The present accommodations in these high schools will soon become inadequate, in fact they are so already, when we consider that the High Schools of Hartwell, Madisonville and Pleasant Ridge are entitled to all the advantages enjoyed by the pupils attending the two big schools, and that even Walnut Hills High School does not enjoy them all, and that within a few years Elmwood, St. Bernard, Norwood, Lockland, Reading, Carthage, Glendale, Wyoming and others will clamor for admission and full participation in all their advantages in the Cincinnati High Schools.

The certainty that additional accommodations will soon become necessary is fully recognized, and it has been suggested and discussed in the newspapers that a new high school should be erected in the East End, on a lot of ground comprising 27 acres, and at a cost of $700,000, with additional, possibly untried, departments of instruction, to carry out the suggestion made by some, that it is not only our mission to teach our young men and women, but to make history in, and with our schools.

However, so far as I am aware, no mention of the plans has been made to the Union Board, which under the existing contract has the entire and full control of making the course of study, furnishing and managing all High Schools now existing or hereafter to be erected. The utility of such an immense institution with new and untried fads and fancies might not be commensurated to the expense thereby imposed upon the last payers, though it would certainly be an expensive and enduring monument to individual enterprise or vanity. Adding untried superfluous fads, frills and fancies, making experimental educational history instead of teaching in our High Schools upon a good substantial basis, useful and practical subjects and absolutely needful branches, never entirely neglecting to refresh accomplishments or studies of previous periods of school life.

For some years for lack of funds, we were very backward with the progressive developments of our high school—not for lack of knowledge by the members of the board of what was needed and required—but for lack of funds to put our ideas and knowledge into practical execution, but we have now in a rapid gait not only reached those who had left us far behind, but we have passed ahead of them and at present occupy the front rank in the system, theory and results of educational and mechanical work of secondary schools.

Indeed, it is hardly disputed in this country and even in Germany, the country best able to judge of pedagogical excellence, the Cincinnati system of secondary school education is loudly praised and admired, but not attempted to be imitated.

The instruction in our High Schools at present does not only go far enough to satisfy the most advanced, sound educational, pedagogical demands to train the eye and the hand and to make them skillful, dexterous servants of the will in executing plans, it conceived the mind in creating practical, useful things, but it materially assists in the mental development of the students.

The things conceived by a broadened mind to be executed by dexterous hand under the judgment and direction of a trained eye, whether with the plane or chisel, the file or the hammer, the needle, the sewing machine or at the cooking stove, directly bear upon, improve and increase the mental development and we have great cause and pleasurable pride in the standpoint reached by our High Schools.

Indeed we have reached a point that in the opinion of experienced educators and judgment of competent business men that ought to bid us pause and not stop in our eagerness to advance, overstep the boundary line that separates the secondary practical school education for the work-shop, not to lose sight of the fact, that in secondary schools the work of the hand is considered in its educational value rather than its trade value.

There can be no doubt that additional accommodations are needed for the pupils that are now entitled to attend high schools and that we ought to pay due attention to the increase sure to come from future suburban annexations and increase of population. Whether it would be wise to build a monster school on 27 acres at a cost of $700,000 and a further cost of $100,000 for equipments has been seriously questioned and the suggestion been made that it would be more economic, wiser and better in all views, to build two schools of ample size, complete in all departments, fully equipped for all classical and practical branches, located, one in the East End and one in the West End with due regard to the present location and the future settlement of the Cincinnatians in the near and in the more distant future.

We enjoy at present a most sensible, justly deserved reputation for our High Schools. Do not let us jeopardize it, but let us proceed wisely upon a sound basis with a liberal, reasonable expenditure of money, so that we may be able to claim that we have the best secondary schools in the country with the most reasonable expenditure. Respectfully,

August M. Bode.

REPORT OF SUPERINTENDENT

In Memoriam

"Thou hast embarked; thou hast made thy voyage; thou hast come to shore"

In Active Service

Anna C. Burland.................January 9, 1914
Teacher, Westwood School

James P. Cummins.............February 12, 1914
Principal, Washington School

Frederick S. Eicher.................June 7, 1914
English Assistant, Washburn School

William S. Flinn.............December 16, 1913
Principal, Morgan School

Ferdinand C. Gores..............January 25, 1914
Teacher, Woodward High School

Clara B. Jordan....................May 16, 1914
Teacher, Hughes High School

Ida L. Kellum......................March 3, 1914
Teacher, Whittier School

Archie A. King................December 23, 1913
Teacher, Douglass School

Ella Leen.......................August 26, 1914
Teacher, Lincoln School

Ethelwynn Pelton..................July 16, 1914
Kindergarten Director, Highlands School

Augusta E. Noelcke............February 18, 1914
Teacher, Clifton School

William A. Rickel..................April 4, 1914
Teacher, Music Department

Max C. Weis.....................October 30, 1913
German Assistant, Washington School

Florence L. Wilson.................April 6, 1914
Teacher, Woodward High School

Retired Teachers

Kate Bannister.....................July 12, 1914
G. A. Carnahan.....................June 30, 1914
Ludolph Mechlem................January 16, 1914
Theodore Meyder................October 27, 1913
Louise W. Muller..................March 5, 1914
Alice Wilbur....................January 2, 1914

REPORT OF SUPERINTENDENT

To the Honorable the Board of Education:

I herewith submit for your consideration and publication my second annual report.

In my first report, I set forth as clearly as I was able, the underlying principles which, as I conceived them, had controlled and which should guide in the development of the "Cincinnati Plan" in education, which has come to mean the co-operation of all the people and their institutions for educational ends. For my second report I had planned to make a survey of the educational forces of the city—to trace briefly the history of their development and to show how with a common purpose they had by co-operation become essential parts of one comprehensive system of education. This idea developed into a plan for the issuance of a bulletin to be distributed in connection with the meeting of the Department of Superintendence of the National Education Association, which was to be held in this city in February. The work incident to the development of plans for that meeting, and a desire to first present this comprehensive survey of the educational institutions and forces of the city, as a compliment to our visitors has postponed the completion and issuance of this annual report until the present time.

The following statement affords a brief review of the more important events of the year 1914:

The greatest problem presented during the year has been: How to run the schools for $150,000 less than the amount needed to finance the programme in operation at the beginning of the year. This was a serious problem, but it was met and solved through the friendly co-operation of the Board of Education, the teachers and the public unitedly and harmoniously meeting all the issues involved. We met the inevitable; adapted ourselves to the necessities of the case: conserved, as far as possible, all developments which had been made, and patiently waited a more favorable time for a new advance. The real test of a community or an institution appears when the advance is halted; when retrenchments become necessary. The schools and the community met this test the past year and were equal to the emergency.

A second event of large significance was the granting of an additional $300,000 by direct vote of the people for the current expenses of the schools for 1915. It is an event of the largest significance when, by a majority of nearly 35,000, the people decide to impose an additional tax upon themselves that their schools may have sufficient funds to realize a larger programme of education and of social, economic and civic service to the community. It is the first time that the city has been asked to express in this manner its educational purpose—and the response was all that could be desired. It means that the city is to go forward and not backward; that the spirit of the city is: "Forever alive; forever forward" in matters educational.

The decision of the people was of large significance from a financial point of view, but it was of even more significance in expressing confidence in the Board of Education and their administration of the schools, and as a command that Cincinnati should retain its place of educational leadership.

Being forced to financial retrenchment wherever it could be done without seriously crippling the schools, it was necessary to hold in abeyance all plans for development which depend upon increased expenditure. Several important steps have, however, been taken in spite of this handicap. The rules have been amended whereby appointments, promotion and opportunity for service are made to depend entirely upon merit without distinction as to whether that merit is possessed by a man or woman, by a married or an unmarried woman, by a resident of Ohio or Kentucky. I believe this action to have been of large value to the schools, not only in the matter of appointments and promotions, enabling us to fill each position with the teacher who can render the largest service in that position, but it has also removed, in advance, grounds of future controversy and bitterness based upon unjust discrimination.

Another conscious purpose is beginning to be felt as the result of the year's work, viz., the more active participation of teachers in matters which vitally affect them—such as course of study, textbooks, reports, rules and regulations. Several councils have been organized and are in process of organization which include teachers of the elementary, high school and university, who, through committees and discussion, are considering common problems, trying to work out plans which will eliminate waste and establish standard of the highest possible accomplishment.

The entire course of study in all departments is to be reconsidered by groups of teachers; a general committee on textbooks is already at work reviewing the texts now in use and comparing them with others which are available, to determine whether the schools are receiving the benefit of the latest and best thought in textbook making.

All of this makes for deliberation, for careful study; it avoids hasty and ill-considered action; it secures a wider point of view, and, most important of all, it secures the active participation of those most vitally concerned. As these committees and councils reach decisions upon important points, they will submit their report to the superintendent, who will consider the same, agreeing with or differing from the committee or council, as the case may be, and making his recommendations to the Board of Education or the Union Board for such action as may be necessary on their part.

High School Admissions.

A committee of five—three from the elementary schools and two from the high schools—has been authorized and organized for conducting examinations for admission to the high schools. All pupils who have completed the course of study in the elementary schools, which are a part of a system in which the high school is on the accredited list for admission of graduates to college or university without examination, are admitted by the committee without written examination. Pupils from other schools who desire to enter high school are given a written examination by the committee and admitted or rejected, according to their ability to convince the committee that they can make profitable use of high school opportunities.

In the high school, promotion and graduation have been changed to depend upon the ability to do satisfactory work in individual subjects, instead of depending upon a general average. Another move, the value of which has been demonstrated by the outcome, was the opening of the Hughes High school for night school purposes, discontinuing the high school instruction at the Dyer and Washington schools. This has resulted not only in a large increase in the night high school attendance, but has made for economy of administration.

The opening of the Harriet Beecher Stowe school in the downtown section has been a noticeable result of the year's activities. A school of over six hundred pupils, well organized and well taught, having the confidence and the enthusiastic appreciation of the colored people, has been the result of four months' work—though this result could not have been brought about except for the success of the Douglass school.

New School Buildings.

Another distinct forward step has resulted in the purchase of the Erkenbrecher tract for the new high school. This splendid tract of 26 acres offers an opportunity for the creation of a high school that shall be as distinct and noticeable as were the new Hughes and Woodward. It offers an opportunity, also, to improve upon them, especially in the direction of agriculture. It is proposed also to recognize clearly and make more adequate provision in the new high school for the physical education of the pupils and to make larger provision for the shop and household departments. It is proposed, as far as we may be able, to do for the city in high school education, that which has been done for the health of the city in the new hospital. *And that leads me to say that I hope to see worked out, during the present year, in connection with the hospital, a school, or schools, for children under medical and surgical treatment, or supervision.*

A great opportunity is at hand by co-operation between the educational and health authorities to do a valuable piece of work.

In the matter of building, steps have been taken for remodeling and enlarging the Warsaw school, and for the erection of a large elementary school in the vicinity of Sinton park, which, with a new school to replace the present Jackson and Old Hughes buildings, will practically complete the downtown programme. The fine new Rothenberg school has been completed and occupied during the year.

In the Clean-up Campaign.

The part taken by the schools in the clean-up campaign of last spring should be mentioned. This contributed not only to the successful outcome of that movement, but was also of large educational value to the children. We hope to see, during the coming year, the movement thus inaugurated, crystallized into more definite plans for civic education and civic activity on the part of all the schools. One of the results of that campaign was a more active interest in gardening, which resulted in a fine garden exhibit in September. This consisted not only of the natural products of the garden, but of the same products, canned and otherwise prepared by the Domestic Science department.

Vocational Education.

In vocational education, there have been several distinct movements which are simply a part of the general plan to relate education more directly to the occupations of the community, and to connect it more directly with these occupations for purposes of education. I might mention the very interesting development in connection with the messenger service; the salesmanship classes in the stores and its introduction in September *into the high schools; the co-operative commercial course, by which students spent a part of their time in actual office work; also the co-operative relations established with the Hamilton county experiment farm, whereby the farm and its experiments may become an agricultural laboratory for the high school; also the movement for closer co-operation and a more definite understanding with the foremen and employers as to the relation of the shop and school education of boys attending the continuous schools, and in the co-operative high school courses.*

The most noteworthy action of the year was the decision of the Board to send Dr. Thomas W. Gosling, of the Hughes High School, abroad for three months at the expense of the department, to study the development of Industrial Education in Europe, especially in the Continuation Schools of Munich. The preliminary report of his observations and conclusions will be found among the departmental reports. The results of his study are being utilized and will be drawn upon frequently as the program in industrial education is developed.

We have been feeling our way, studying the problem and making such changes as seemed desirable. The most notable undertaking of the year in this direction has been the survey of the printing trades, which was made possible by the Chamber of Commerce. That report has just been completed and its findings will be available for educational development during the present year.

It is a valuable piece of work and points the way to similar studies in other occupations, which we hope will be taken up at an early date.

Placement of Children.

Another development is the organization of a Bureau of Vocational Service, which will include the two Departments of Investigation and Certification of children entering industry, and also a third and new Department of Placement—helping children to find desirable positions and following them up and assisting them after they are so placed. This has been made possible by the removal of the Work Certificate office from the old Hughes to the old Guilford school—where the location is more desirable and where there are better facilities for work.

Girls in Industries.

This report would not be complete without mentioning the classes which have been established in several elementary schools for girls between 14 and 16, who have been compelled to remain in school under the new law, whose parents cannot afford to send them to the High school. It is in an early stage of development, but offers a splendid opportunity for a differentiated course of study in the elementary schools beyond the Sixth grade, for the purpose of affording the best kind of education for girls and boys who need to enter the industries at 15 or 16.

Neighborhood Life.

The social center, though retarded by lack of funds, has had a healthy and altogether satisfactory development. The success of the Sands Social Center represents a substantial and permanent development and points the way to similar movements in other neighborhoods. In fact the Sands is only a little more advanced through its earlier start—for the movement is rapidly finding its way into a number of other schools. It is self-developing and self-extending, and where it goes it makes for better neighborhood life.

PUBLIC SPIRIT SHOWN.

Special mention should be made of the generous response of the people to the call for help for voluntary contributions, which made it possible for the Board of Education to maintain the manual training and domestic science departments; to carry on the vacation and playground activities and the summer school during the last vacation. Without this generous and hearty response the schools would have felt more severely than they did the lack of revenue from taxation. A portion of the people taxed themselves to keep the school going in 1914; the people voted that for 1915 all the people should be taxed to provide the necessary financial support. With the funds thus provided, we can go forward in 1915 to a more complete realization of the educational programme which was submitted to the voters as the reason why additional funds were needed.

The material contained in the bulletin to which I have referred is so valuable from a historic point of view and for purposes of reference; moreover, it constitutes so complete a survey of the educational activities of the community, setting forth the present development of the public schools and showing the relations which exist between them and the other educational institutions of the city, that I cannot do better than to reproduce the more important sections as the body of this report, with such revisions and rearrangement as may be necessary to more fully adapt it to its present use.

This material was contributed by more than sixty persons, which fact in itself offers substantial evidence of the educational co-operation for which the city has become noted. I wish to express in this connection, my appreciation of the valuable assistance rendered by each of these contributors. I am, however, under special and deep obligations to Dr. Thomas W. Gosling of the Hughes High School and Dr. Henry T. West of the College for Teachers, under whose immediate direction the material was assembled, classified and otherwise edited for publication; they also made large and important contributions of their own.

The purpose of the bulletin was to present as clear an idea as possible of the educational purpose of Cincinnati; to show where the city stands, how it has arrived at that position, what is in mind as the ultimate goal; and how it is expected to reach that end. We have reason to believe that the publication may have some permanent value in helping this city to more clearly comprehend its own ideal, and in causing other communities to realize that they have unused forces which may be combined and utilized for the development of a system that shall represent a genuine expression of democracy—for this is the social, civic, economic and educational ideal of Cincinnati; and its schools are simply an expression of that ideal.

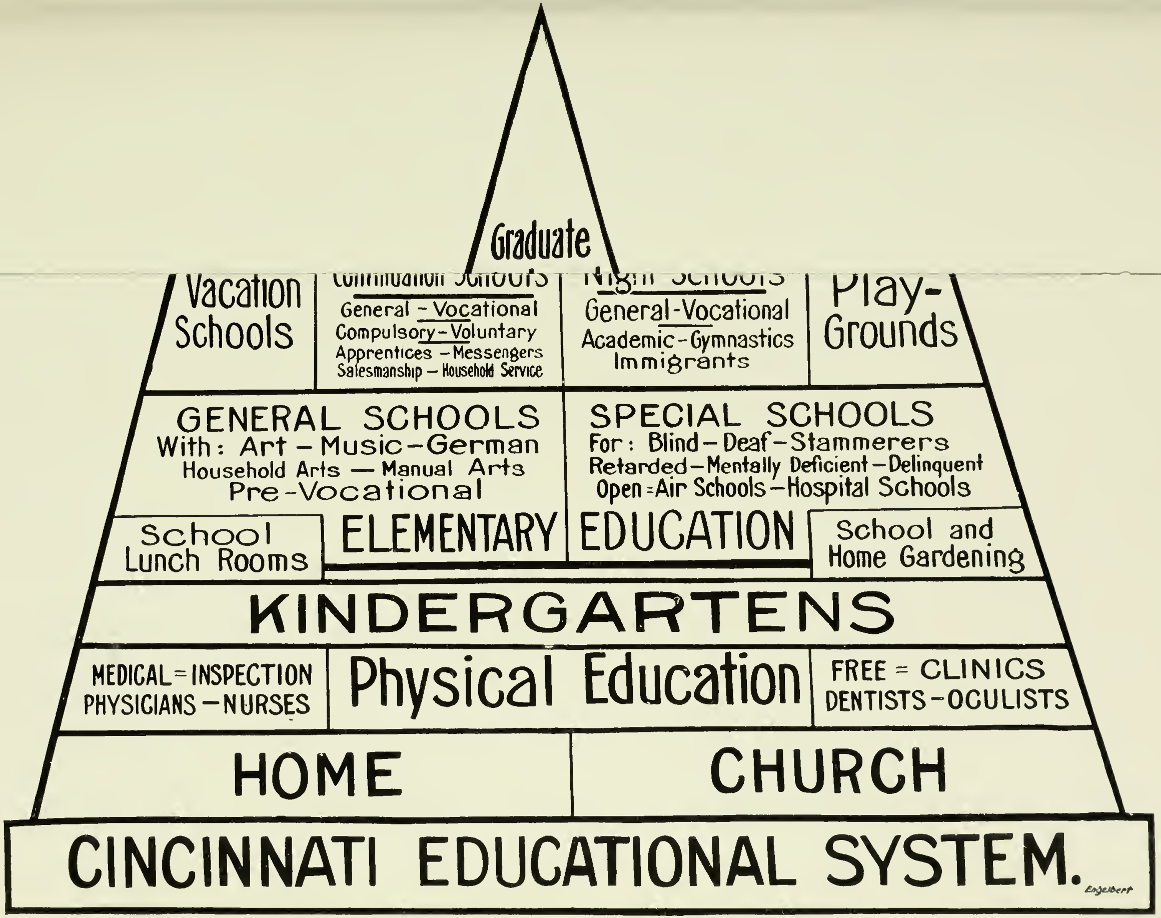
Following the presentation of the material, which attempts to interpret this ideal, will be found the reports covering the distinctive activities of the several departments, which, together with the statistical tables, will furnish the data required for the school year technically covered by this report.

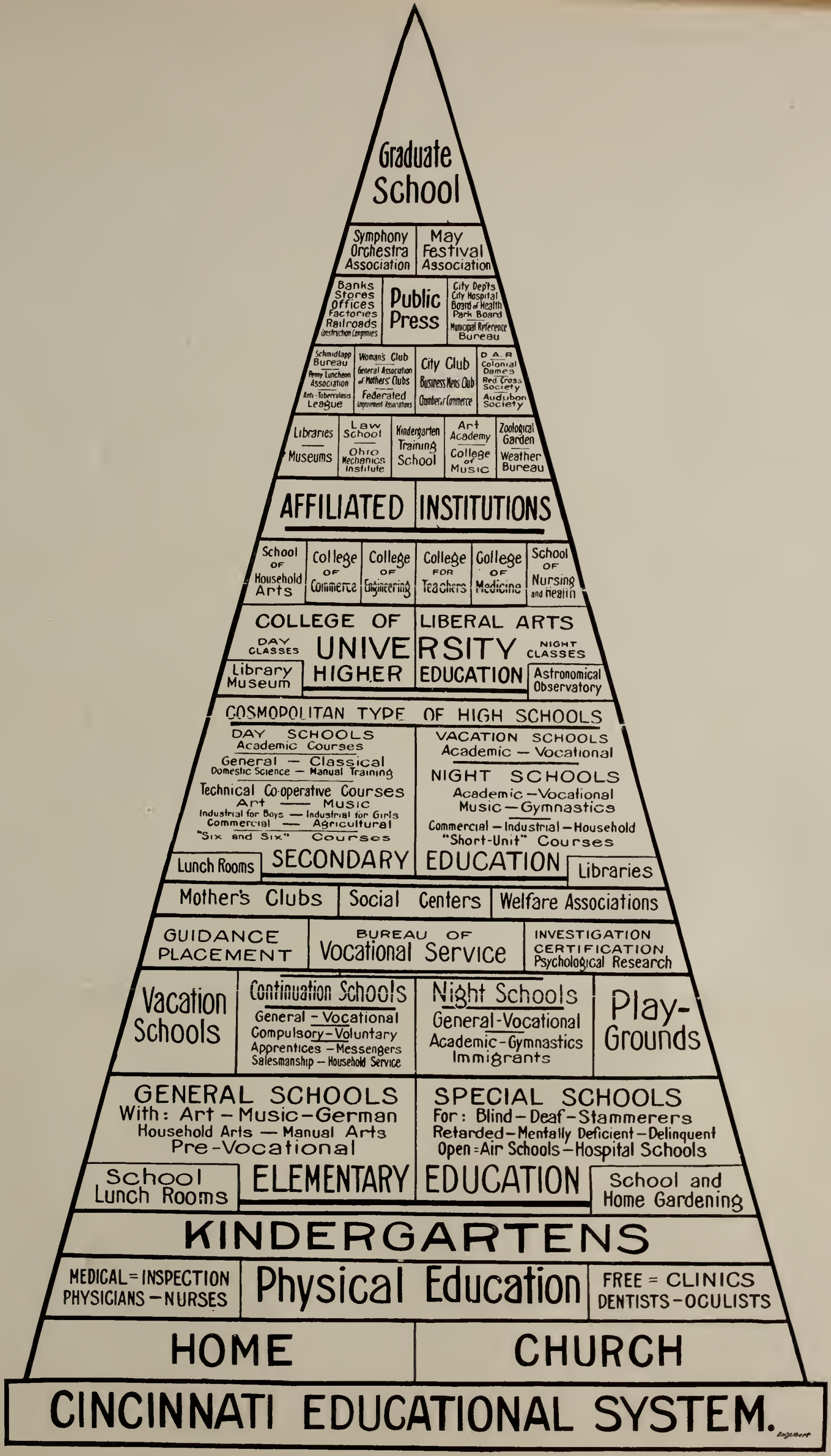
The accompanying pyramid exhibits in a comprehensive and graphic manner the forces, institutions and departments which constitute the essential and integral features of the Cincinnati educational system. It has not been possible in this form of representation to closely show the relations which exist between several of the departments, such as the Bureau of Vocational Research, Social Centers, Mothers' Clubs, Welfare Associations, etc., which affect alike elementary and secondary education. This difficulty is more apparent in the case of the "Affiliated Institutions" which are placed between the University and the Graduate School. While a few of these divisions naturally belong there in the order of development, yet the majority are institutions which are related alike to all the educational departments from the kindergarten to the university, or are directly concerned with departments which are below the university. It has been more convenient, however, to group in one section all these institutions which are not directly controlled by the Educational Boards of Administration. They represent organizations or institutions of a private or semi-public nature which have voluntarily assumed a definite relation to the educational system. In many respects they represent a most important element in the educational system, through which the community and the schools have been brought by co-operation into more intimate and vital relations of mutual helpfulness.

In some cases they represent organizations which have been formed for the express purpose of assisting the schools in the work of education; in other cases they are civic and social institutions which are performing important educational functions; in others they are distinctly educational institutions with which have been established definite relations; in others they are private institutions which have realized their educational obligation to the community. They all represent the spirit of co-operation, of mutual dependence and helpful relationship.

This pyramid may be considered in the nature of an index to the following pages, which will attempt to show how the different departments and institutions have developed and become related until they form one essential system of education, not governed by a single Board of Administration, but bound together by a unifying spirit of co-operation.

At the foundation of the pyramid I have placed the Home and Church, to convey my belief that the religious education which centers in the church and the training of the home should be considered the foundation of the entire structure upon which a system of public education must be built. These two might have been


Graduate
Vacation Schools
Continuation Schools
General - Vocational
Compulsory - Voluntary
Apprentices - Messengers
Salesmanship - Household Service
Night Schools
General - Vocational
Academic - Gymnastics
Immigrants
Play-Grounds
GENERAL SCHOOLS
With: Art - Music - German
Household Arts — Manual Arts
Pre-Vocational
SPECIAL SCHOOLS
For: Blind - Deaf - Stammerers
Retarded - Mentally Deficient - Delinquent
Open = Air Schools - Hospital Schools
School Lunch Rooms
ELEMENTARY EDUCATION
School and Home Gardening
KINDERGARTENS
MEDICAL = INSPECTION
PHYSICIANS - NURSES
Physical Education
FREE = CLINICS
DENTISTS - OCULISTS
HOME
CHURCH
CINCINNATI EDUCATIONAL SYSTEM.
Engelbert


Graduate School
Symphony Orchestra Association
May Festival Association
Banks Stores Offices Factories Railroads Construction Companies
Public Press
City Dep'ts City Hospital Board of Health Park Board
Municipal Reference Bureau
Schmidlapp Bureau
Penny Luncheon Association
Anti-Tuberculosis League
Woman's Club
General Association of Mothers' Clubs
Federated Improvement Associations
City Club
Business Men's Club
Chamber of Commerce
D. A. R.
Colonial Dames
Red Cross Society
Audubon Society
Libraries
Museums
Law School
Ohio Mechanics Institute
Kindergarten Training School
Art Academy
College of Music
Zoological Garden
Weather Bureau
AFFILIATED INSTITUTIONS
School of Household Arts
College of Commerce
College of Engineering
College for Teachers
College of Medicine
School of Nursing and Health
COLLEGE OF LIBERAL ARTS
DAY CLASSES
UNIVERSITY
NIGHT CLASSES
Library Museum
HIGHER EDUCATION
Astronomical Observatory
COSMOPOLITAN TYPE OF HIGH SCHOOLS
DAY SCHOOLS
Academic Courses
General — Classical
Domestic Science — Manual Training
Technical Co-operative Courses
Art — Music
Industrial for Boys — Industrial for Girls
Commercial — Agricultural
"Six and Six" Courses
VACATION SCHOOLS
Academic — Vocational
NIGHT SCHOOLS
Academic — Vocational
Music — Gymnastics
Commercial — Industrial — Household
"Short-Unit" Courses
Lunch Rooms
SECONDARY EDUCATION
Libraries
Mother's Clubs
Social Centers
Welfare Associations
GUIDANCE PLACEMENT
BUREAU OF Vocational Service
INVESTIGATION CERTIFICATION Psychological Research
Vacation Schools
Continuation Schools
General - Vocational
Compulsory - Voluntary
Apprentices - Messengers
Salesmanship - Household Service
Night Schools
General - Vocational
Academic - Gymnastics
Immigrants
Play-Grounds
GENERAL SCHOOLS
With: Art - Music - German
Household Arts — Manual Arts
Pre-Vocational
SPECIAL SCHOOLS
For: Blind - Deaf - Stammerers
Retarded - Mentally Deficient - Delinquent
Open-Air Schools - Hospital Schools
School Lunch Rooms
ELEMENTARY EDUCATION
School and Home Gardening
KINDERGARTENS
MEDICAL = INSPECTION PHYSICIANS - NURSES
Physical Education
FREE = CLINICS DENTISTS - OCULISTS
HOME
CHURCH
CINCINNATI EDUCATIONAL SYSTEM.

placed among the affiliated institutions, except that they are more fundamental in their nature and as such should appear as the foundation. I am not clear as to how this relationship may be fully established even with the home, much less with the church; but I know that it must be established, and I have faith to believe that by patient seeking we shall find the way. We have clearly recognized by the system that is being developed in this city that education is not confined to the school-house. We shall not be content to establish co-operative relations with stores, banks, offices and machine shops; with the library, art academy and musical organizations and institutions, without making the attempt to develop the possibilities which may come from a closer co-operation between the schools and the home and church.

This foundation layer then may be considered more in the nature of a prophecy of what may be, than as a statement of what is. Closer and more helpful relations between the home and the school have been established here, than in most cities. This has been brought about largely through the sytematic home visiting of the kindergarten teachers and through the Mothers' Clubs, which have been fostered by the kindergartens. These clubs are now established in connection with nearly every school. This phase of the subject will be considered more fully under Kindergartens and Mothers' Clubs.

In my last report I discussed at some length, under Manual Training and Domestic Science, the possibility of establishing a closer relationship between the processes of the school and household occupations. This possibility has been kept clearly in mind during this past year and certain developments have been discussed and tried out with direct reference to a closer union of the two for educational purposes.

Very little, however, has been attempted with reference to religious education. Some attempt has been made to secure a larger recognition of moral education, but this has been confined entirely to the work within the school. I believe there are large possibilities for moral and religious education awaiting development through some definite form of co-operation between the schools and the churches. This subject must, however, be approached in a broad-minded manner with a distinct recognition of the separation of church and state, and with a fixed purpose that no sectarian teaching shall ever become a part of public school education. I fully realize the difficulties in the way. I nevertheless give expression to my firm conviction that there must be a larger recognition of the need for religious education. I also voice my belief that it may be possible to devise some plan of co-operation for such teaching without violating the principle of non-sectarianism. I submit the following extract from a bulletin issued with reference to the celebration of Christmas to prevent the assumption from anything I may have said above that I am advocating any sectarian religious instruction in the schools:

CHRISTMAS.

The Board of Education has authorized the Superintendent to invite the children who can and would like to do so to contribute toys as Christmas gifts to children who may be less fortunate than themselves. They have designated the Salvation Army as the distributing agency.

In taking this action, the Board does not intend to give recognition to Christmas as a Christian or religious holiday or to sanction its observance as such in the schools; nor do they intend to use the Salvation Army as a sectarian or religious organization, but as the most available social agency having an organization which will enable them to make the necessary investigation of cases and to distribute to those who might not otherwise be remembered at Christmas.

Children are accordingly invited to give through the schools one or more of their toys, which shall help to bring good cheer to other children; such toys to be distributed through the Salvation Army or through such other agency as the individual school may select.

The entire movement is to be a voluntary one—voluntary on the part of the children to give; on the part of the school to participate, and on the part of the schools to use the Salvation Army as a distributing agency. Any school wishing to have a part in the movement is at liberty to continue its affiliation with other non-sectarian or social agencies with which it may have established relations in the past. It is also at liberty to distribute among families of its own neighborhood, if it have definite information as to needs of such families.

It is to be hoped, however, that there may be a sufficient surplus of gifts, after these local and individual needs have been met, to supply gifts for children in families which through the investigation of the Salvation Army are found to be worthy and deserving of remembrance.

The children should not bring old or discarded toys for which they themselves, care little or nothing. They should be encouraged to go through their childish treasures and select one or two that they love and which in love they are willing to give to some other child. Those that are broken or out of repair should be mended and made as good as new, or even stronger and better than when new. The boys of the manual training shops may mend, paint and make over the mechanical parts; the girls of the domestic science department may make and mend dolls' clothes, bedding and other household domestic toy articles. At the last, the articles should be carefully and attractively packed for distribution. It would be well, too, if with each gift the giver should send a note of good wishes and good cheer, so that the receiver may realize that the gift is a personal one, for "the gift without the giver is bare" both for the one who gives and the one who receives.

I suggest, too, that each school hold an exhibit of its toys when they have been put in condition for distribution. This will give to children an opportunity to see what they have accomplished by each doing a little.

There are two ideas involved in Christmas; one, the distinctly religious idea by which those who accept Jesus as the Messiah of the Old Testament scriptures celebrate the day as the anniversary of His birth. As such, I am quite clear that the schools should refrain from its celebration, lest they violate the very sentiments of "peace and good will" which it symbolizes for those who see in it a religious holiday. The day, however, stands for another idea, symbolized by the tree, the yule log, Santa Claus, and the giving of gifts; a day of good will and good cheer. As such, I believe we may recognize the day in the schools and may join in its celebration without violating the principles of non-sectarian teaching which must always be carefully guarded as one of the foundation principles of the public schools.

We need to use every opportunity for teaching the children to be thoughtful of others, to be kind and to share with those who have not. The present occasion offers such an opportunity. We should, however, be careful that in this, as in all other things, we do not admit to the schools any religious discrimination.

The public schools are not godless schools; but, with God in their midst, distinctly recognizing the separation of church and state, they must resolutely refuse to admit to their teaching any interpretation of Him that expresses the sectarian views held by any religious body or bodies.

When Roger Williams was banished from Massachusetts in 1636, he crossed the Seekonk river into what is now Rhode Island and laid the foundation for a new conception of civil and religious liberty: "To hold forth a lively experiment that a most flourishing civil state may stand and best be maintained with full liberty in religious concernments." Upon that principle, our Union has been founded. It has been embodied in the constitutions of all our states. The public schools are its most complete expression. They should cherish this principle as their most sacred possession, and by the most scrupulous regard for its teachings, should do all within their power to perpetuate a free civil state with full religious liberty for all its people. No sectarian test or teaching, and no discrimination of any kind upon the grounds of religious belief should ever find a part in the administration of the public schools.

The time seems opportune to give expression to these views which we are in danger of forgetting when it comes to applying fundamental principles to daily practice.

SYSTEM AS A WHOLE

Before considering the separate departments, I wish to submit the following statements with reference to the general administrative features of the system as a whole:

ADMINISTRATION

The school system of Cincinnati is unique in its conclusiveness. The people of the city control the entire organization, from the kindergarten through the graduate school of the University. For this reason it is possible to speak of the "public school system" in a sense which includes not only the elementary and the high schools, but the University as well.

Although the entire system forms an organic whole, each part has an independent governing body. The members of these governing bodies all serve without pay.

The elementary schools are administered by a Board of Education of seven members,* elected at large for a term of four years. The members are elected in groups of four and three in alternate odd-numbered years. The Board of Education elects a superintendent of schools for a maximum term of five years, a business manager, and a clerk. Under the direction of the Board these three officers have charge of the three departments of instruction; contruction, repair and supplies; and finance. In the department of instruction there are also two assistant superintendents and ten supervisors.

The high schools are under the control of the Union Board of High Schools. This Board of fourteen members is constituted as follows: the seven members of the Board of Education; five members appointed by the Court of Common Pleas, as trustees of the Woodward Fund; and two members elected by the Trustees of the Hughes Fund. A contract, made in 1851 and amended in 1895, gives to the representatives of the two trust funds a share in the management of the high schools, and in return assures to the city an income of approximately $11,500 a year. All other expenses for the maintenance of the high schools are met by appropriations made by the Board of Education. The Superintendent of Schools, the Business Manager, and the Clerk, all elected by the Board of Education, are also the administrative officers of the Union Board of High Schools.

The Board of Directors of the University of Cincinnati consists of nine members, appointed by the Mayor of the city for terms of six years. These members are appointed in groups of three in the even-numbered years. Thus only one-third retire at the end of each two-year period. By the law of the State of Ohio, the taxes that are levied for the support of the University of Cincinnati are independent of the taxes that are levied by the Board of Education for the support of the other public schools.

Organic connection between the Board of Education and the Board of Directors of the University is maintained through the medium of the College for Teachers, a joint enterprise which is managed by a "Committee in Charge." This Committee consists of the Superintendent of Schools, the President of the University, one member of the Board of Education, and one member of the Board of Directors of the University.

From the foregoing account it may be seen that the co-ordination of educational effort in Cincinnati is due not to a single unifying executive, but to the co-operation of independent authorities, all working together for the common good, and all responsible, in the final analysis, to the people of the city whose work they are doing.

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* This "Small Board" took office on January 1, 1914, replacing a "Large Board" of twenty-nine members—twenty-~~four~~ five elected by wards, and four at large.

EXECUTIVE DEPARTMENT

The administration of the schools under the control of the Board of Education is organized in two principal departments—the Department of Instruction, and the Department of Business.

(*a*) Department of Instruction

The Superintendent at the head of the Department of Instruction has the appointment, subject to the approval of the Board of Education, of the teaching and supervising staff and other officers and employees who come under his direction; viz., at the present time:

2	Assistant Superintendents
5	Members of the College for Teachers
10	Supervisors, or Directors of Departments
6	High School Principals
189	High School Teachers
59	Elementary School Principals
978	Elementary School Teachers
80	Kindergarten Teachers
5	Special School Principals
22	Special School Teachers
8	Night School Principals
153	Night School Teachers
50	Continuation School Teachers
42	Domestic Science Teachers
40	Manual Training Teachers
8	Penmanship Teachers
23	Drawing Teachers
13	Music Teachers
36	Physical Training Teachers
1	Chief Truant Officer
5	Assistant Truant Officers
1	Director of the Vocation Bureau
4	Assistants of the Vocation Bureau
7	Clerks and Stenographers

Co-operating with the Department of Instruction, but under the direction of the Health Department, there are assigned to the schools the following:

1	Chief Medical Inspector
15	District Physicians
14	School Nurses
6	Dental Operators
2	Clinic Assistants

(*b*) Department of Business

The Business Manager at the head of the Business Department is charged with the erection, repair and care of all school buildings, and with the purchase and distribution of supplies and materials of all kinds. Serving under his direction are the following regular employees:

1	Superintendent of Buildings
1	Chief Clerk
1	Assistant Clerk
1	Chief Engineer
1	Visiting Engineer
1	Chief Janitor
4	Building Inspectors
2	Stenographers
1	Telephone Operator
86	Janitors and Engineers

The janitors and engineers are awarded contracts for the care of the buildings and grounds. They employ their own assistants, furnish their own cleaning supplies, and, under the direction of the principals, are held responsible for the care and cleanliness of the buildings of which they have charge.

The Board of Education has full control over the purchase of sites and the erection of buildings thereon, with authority to issue bonds in payment for the same. The Business Manager, under direction of the Board, has charge of the erection of all buildings, after the plans, passed upon by the Superintendent, have been adopted by the Board.

FINANCES

The financial year corresponds to the calendar year. In June, the Board of Education of the school district, which is somewhat larger than the city, submits to the Budget Commission of the county an estimate of its financial needs for the ensuing calendar year. The Budget Commission, composed of the Mayor of the city, the County Auditor, and the County Prosecuting Attorney, considers this request, together with all similar requests from the city and other taxing units in the county. Under the present law, the Commission may allow school districts not to exceed five mills on the tax duplicate of the district. There are three funds: *Tuition,* from which the salaries of the teachers and all other educational officials who hold teachers' certificates, are paid; *Contingent,* from which are paid all other officers and employees, also pensions, fuel, light, books, supplies, furniture, repairs, and all other running expenses; *Bonds, Interest and Sinking Fund* make up the third fund. Expenditures for sites, new buildings, and extensive alterations of old buildings are now met by bond issues, the issuance of which is controlled entirely by the Board of Education. The proceeds of such bond issues can be used, however, only for the purposes indicated in the preceding sentence. The Budget Commission may also allow not to exceed five mills for city purposes and three mills for county, which, with the maximum of five mills for school purposes, makes thirteen mills; but the law specifies that for the three purposes the total amount shall not exceed ten mills, and that each division may be reduced, in such manner as in the judgment of the Budget Commission is equitable, so that the total shall not exceed ten mills. Requests for an additional levy of not to exceed five mills for all purposes may, however, with the permission of the Budget Commission, be submitted to the people, which, if approved, shall be assessed for the benefit of the city, county, or school district, as the case may be.

In June, 1914, the Board of Education submitted a budget of proposed expenditure for the calendar year 1915, as follows:*

Tuition	$1,723,144 00
Contingent	710,100 40
Bonds, Interest and Sinking Fund	245,100 75
Total	$2,678,345 15

This was to be derived as follows:

From State Appropriations	$153,100 00
Miscellaneous Revenues	52,000 00
District Taxes	2,473,245 15

The Budget Commission found it necessary, under the ten-mill limitation, to reduce this amount nearly $300,000, permitting the Board of Education, however, to ask the people to grant an extra tax levy sufficient to yield $300,000 additional for the present year. This proposition was submitted at the general election in November, and carried by a majority of nearly 35,000. In submitting this request for an extra tax levy, the Board of Education sent to every home in the city the following statement:

CHILDREN FIRST.

A Plain Statement of Facts in Regard to the Need of an Additional School Levy By the Board of Education and the Superintendent of Schools.

To the Fathers of Cincinnati:

The Board of Education deem it their duty to lay before you this plain statement of facts, that you may clearly understand the serious situation which confronts the schools; may know why we are asking for an extra school levy; and may realize what will happen if this is not granted.

At the election November 3rd, you will be asked to vote for a tax levy of forty-nine hundredths of a mill for school purposes. *This will not increase the tax rate a single cent over the rate of this year, but it will give the schools 3 cents more out of each dollar paid in taxes for next year.*

The reason we are asking you to vote for this increase is because the Budget Commission, under the restrictions of the "Smith Law" could not allow enough, by nearly $300,000, to run the schools in 1915. The people, however, by their vote, can grant this additional amount; and this we are asking you to do.

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*See page 17 for the detailed Budget and for the exact amount proposed for each item.

The questions you must decide by your vote are these:

Shall the schools of this city go forward and be made still better than they are today; or, shall they, for lack of sufficient funds, be halted in their development and turned backward?

Shall Cincinnati continue to be a leader in education; or, shall she surrender that position to other progressive cities and take her place among those who follow?

It is for you to decide. The Board of Education can only state the case and await your decision. If the levy is not granted, we shall have less to spend on the schools in 1915 than they cost two years ago, when the attendance was nearly 6,500 less than it will be next year; and your children will be deprived of a part of their education.

You doubtless know that *we have not had enough money this year to run the schools properly* We were forced to close the playgrounds last summer; we could open only two, instead of ten, vacation schools; pupils had to pay tuition at the summer school; mothers and working girls had to pay for their gymnasium and continuation classes; parents and citizens had to pay for the janitor service, whenever they used the school house in the evenings; pupils had to pay for their supplies in manual training and domestic science; the appropriation for food for the children of the Open-Air Schools had to be cut in half; the Branch Libraries in school houses had to be closed evenings; the term of the elementary night schools had to be shortened; old, discarded furniture had to be used for the new Fifteenth District (Rothenberg) School; admission had to be charged for the Graduating Exercises of the high schools; the necessary supplies and text books could not be furnished.

We do not believe in running the schools in this manner, but there was no help for it this year; it had to be done this way, or not at all. For next year, if the levy is not granted, we shall have $150,000 less than the amount needed for teachers' salaries; and $142,000 less than the amount needed for text books, supplies, furniture, heat, light, and repairs.

If the levy is not granted, we must do one of three things:

First—*Either close all the day schools for a month—turn the children out upon the streets, and reduce the teachers' salaries ten per cent; or,*

Second—Close the night schools which give "a second chance" to 8,000 earnest young people who work by day; abandon the Continuation Schools, Social Centers and Gardening; close the Playgrounds, Vacation and Summer Schools; or,

Third—Close the Schools for the Blind, Deaf, Tuberculous and Retarded children; abandon much if not all work in sewing, cooking, manual training, physical training, music, drawing and writing; and require the pupils to buy a part of their supplies and text-books. We must give up most of the activities which have made the Cincinnati Schools known far and wide as among the best in the country.

We have said enough to show you how important it is that you vote for the School Levy. If it is granted, we shall be able to restore the things we have cut off this year; open new kindergartens which have been requested in five schools; open additional classes for anaemic, tuberculous and mentally defective children; extend the Continuation Schools; furnish the necessary text-books and supplies; open the school houses to the people for civic and recreational purposes; keep open the playgrounds and vacation schools; purchase new furniture for new buildings; and repair and renovate a number of old buildings.

If the extra levy is not granted we can do none of these things.

We earnestly request every parent and citizen to vote for the School Levy. We ask you to do this, not for the Board of Education; but for the sake of the children; for the sake of the city.

In round numbers, it was proposed to expend for the principal items the following amounts:

For Salaries:	
High Schools	$317,000 00
Elementary Schools	1,031,000 00
Kindergartens	67,000 00
Special Schools	40,000 00
Night Schools	55,000 00
Continuation Schools	25,000 00
College for Teachers	15,000 00
Special Departments:	
Domestic Science	20,000 00
Manual Training	38,000 00
Music	19,000 00
Drawing	12,500 00
Penmanship	8,300 00
Physical Training	27,000 00
For Vacation Schools	17,000 00
Gardening	5,700 00
Social Centers	10,000 00
Lunch Rooms	4,000 00
Playgrounds	15,000 00
Pensions	37,500 00
Janitor Service	143,000 00
School Plant Operation	110,500 00
School Plant Maintenance	170,000 00
Instructional Operation (equipment, books, supplies, etc.)	108,000 00
Compulsory Education	14,000 00
Transportation of Pupils	3,500 00

The tax duplicate for the Cincinnati School District for the year 1915 is $605,948,930.

Allowed for Tuition Fund	2.61 mills
Contingent Fund	1.08 "
Bonds, Interest and Sinking Fund	.41 "
Total	4.10 mills

ATTENDANCE

The number belonging in the several departments at the present time is as follows:

Day Schools		41,778
Kindergarten	2,157	
Elementary Schools	34,924	
Special Schools	346	
High Schools	4,351	
Night Schools		7,551
Total		49,329

The average number in vacation schools is as follows:

Academic School	1,200
Vacation Schools	2,100
Playgrounds	2,000
Total	5,300

In the Continuation Schools, before the present law went into effect, raising the compulsory age of attendance for boys to fifteen and for girls to sixteen, the enrollment was as follows:

Compulsory	3,200
Voluntary	1,900
Total	5,100

ORGANIZATION OF THE SCHOOL SYSTEM

I. College for Teachers (Organized 1905)

II. High Schools:
- *A.* Academic Courses:
  - (*a*) General Course (Established 1847)
  - (*b*) Classical Course (Established 1847)
  - (*c*) Manual Training Course (Established 1906)
  - (*d*) Domestic Science Course (Established 1906)
- *B.* Technical Courses:
  - (*e*) Commercial Course (Established 1910)
  - (*f*) Boys' Co-Operative Course (Established 1910)
  - (*g*) Girls' Co-Operative Course (Established 1910)
  - (*h*) Music Course (Established 1910)
  - (*j*) Agricultural Course (Established 1914)
- *C.* The "Six-and-Six" Course (Established 1913)

III. Elementary Schools:
- 1. General Elementary Schools (Organized 1828)
- 2. Special Elementary Schools:
  - (*a*) Oral School for the Deaf (Organized 1888)
  - (*b*) School for the Blind (Organized 1905)
  - (*c*) Schools for Foreigners (Organized 1906)
  - (*d*) Boys' Special School (Organized 1907)
  - (*e*) Schools for Mental Defectives (Organized 1907)
  - (*f*) Schools for Retarded Pupils (Organized 1908)
  - (*g*) Continuation School for Apprentices (Organized 1909)
  - (*h*) Schools for Exceptionally Bright Pupils (Organized 1910)
  - (*i*) Elementary Industrial Schools (Organized 1911)
  - (*j*) Compulsory Continuation Schools (Organized 1911)
  - (*k*) Open-Air Schools (Organized 1912)
  - (*l*) School for Stammerers (Organized 1912)
- 3. Special Departments:
  - (*a*) German (Organized 1840)
  - (*b*) Penmanship (Organized 1841)
  - (*c*) Music (Organized 1844)
  - (*d*) Physical Training (Organized 1860)
  - (*e*) Drawing (Organized 1864)
  - (*f*) Manual Training (Organized 1905)
  - (*g*) Domestic Science (Organized 1905)

IV. Kindergartens (Organized 1905)

V. EVENING SCHOOLS (Organized 1840)
  1. Evening Elementary Schools (Organized 1840, for boys; organized 1855, for girls; discontinued 1883; re-organized 1892)
  2. Evening High Schools:
    (*a*) Academic (Organized 1856; discontinued 1883; re-organized 1904)
    (*b*) Commercial (Organized 1907)
  3. Evening Schools for Foreigners (Organized 1905)
  4. Evening Industrial Schools (Organized 1906)
  5. Evening Gymnastic Classes (Organized 1912)
  6. Evening School for Stammerers (Organized 1912)

VI. SUMMER SCHOOLS:
  1. Vacation Schools (Organized 1906)
  2. Summer Academic—Elementary and High (Organized 1908)
  3. Playgrounds (Organized 1909)
  4. Gardening (Organized 1912)

VII. SOCIAL CENTERS (Organized 1913)

VIII. VOCATION BUREAU (Organized 1915)

DEVELOPMENT OF THE SCHOOLS

Beside the foregoing table of the present organization of the Cincinnati system, it is interesting to place a chronologic tabulation, showing the five stages in the development of the system.

I. THE BEGINNING—1828 to 1840.
  General Elementary Schools (Organized 1828)

II. THE FIRST DEVELOPMENTS—1840 to 1855.
  Evening Elementary Schools for Boys (Organized 1840)
  Special Departments: German (Organized 1840); Penmanship (Organized 1841); Music (Organized 1844)
  High Schools, General and Classical Cources only (Established 1847)

III. THE PERIOD OF SLIGHT ADVANCE—1855 to 1883.
  Evening Elementary Schools for Girls (Organized 1855)
  Evening Academic High Schools (Organized 1856)
  Special Departments: Physical Training (Organized 1860); Drawing (Organized 1864)

IV. THE WAITING PERIOD—1833 to 1904.
  Evening Elementary Schools (discontinued 1883)
  Evening High Schools (discontinued 1883)
  Oral School for the Deaf (Organized 1888)
  Evening Elementary Schools (Re-organized 1892)

V. THE AWAKENING—1904 to 1914.
  Evening Academic High Schools (Re-organized 1904)
  College for Teachers in the University of Cincinnati (Organized 1905)
  Kindergartens (Organized 1905)

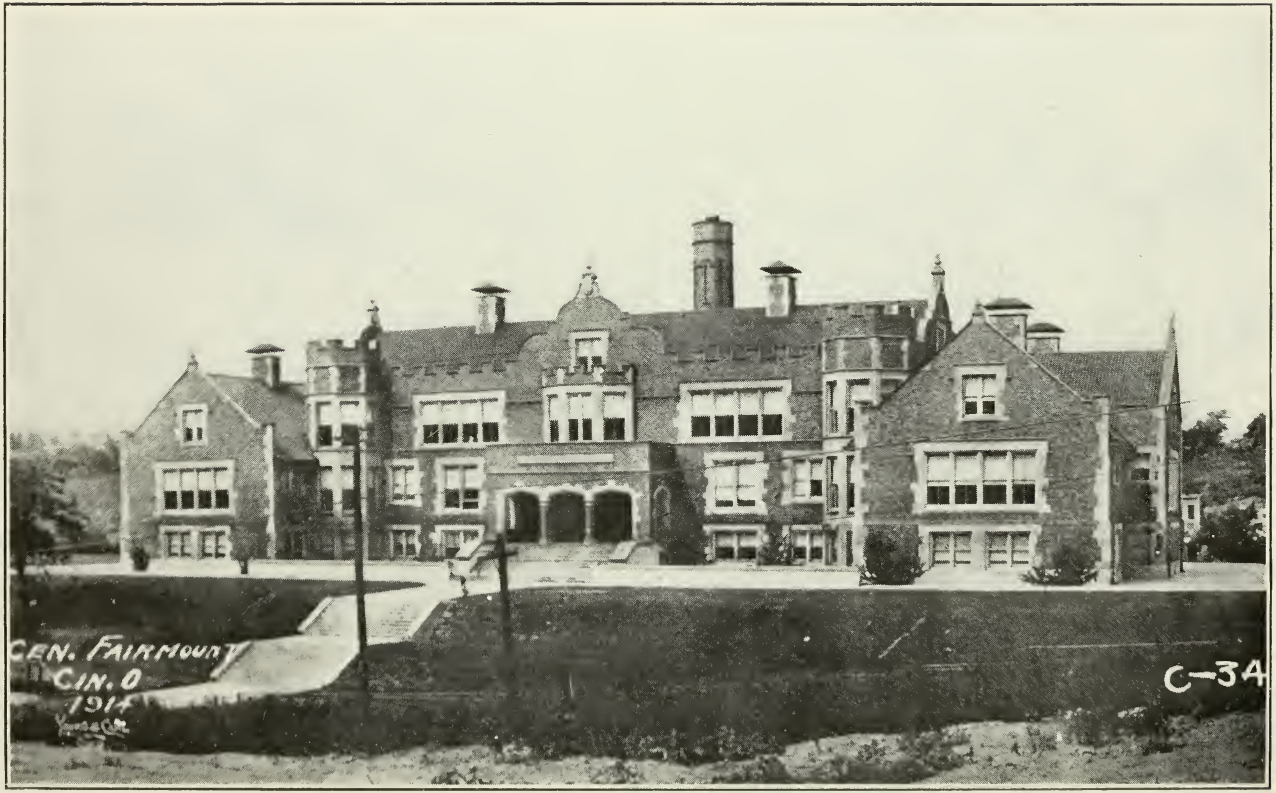
Special Departments: Manual Training (Organized 1905); Domestic Science (Organized 1905)
School for the Blind (Organized 1905)
Evening Schools for Foreigners (Organized 1905)
High Schools, Manual Training and Domestic Science Courses (Established 1906)
Schools for Foreigners (Organized 1906)
Summer Vacation Schools (Organized 1906)
Evening Industrial Schools (Organized 1906)
Evening High Schools, Commercial Course (Organized 1907)
Boys' Special School (Organized 1907)
Schools for Mental Defectives (Organized 1907)
Schools for Retarded Pupils (Organized 1908)
Summer Academic Schools, Elementary and High (Organized 1908)
Continuation School for Apprentices (Organized 1909)
Playgrounds (Organized 1909)
Schools for Exceptionally Bright Pupils (Organized 1910)
High School Technical Courses, Commercial Course, Boys' Co-operative Course, Girls' Co-operative Course, Art Course, Music Course (Established 1910)
Elementary Industrial Schools (Organized 1911)
Compulsory Continuation Schools (Organized 1911)
Open-Air Schools (Organized 1912)
School for Stammerers (Organized 1912)
Evening Gymnastic Classes (Organized 1912)
Evening School for Stammerers (Organized 1912)
School Gardening (Organized 1912)
Social Centers (Organized 1913)
The "Six-and-Six" Course (Organized 1913)
The Agricultural Course (Organized 1914)
The Vocation Bureau (Organized 1915)

Even this bare outline is sufficient to indicate the progressive socialization or democratization of the Cincinnati school system, particularly during the past decade of marked achievement; and the outline does not show at all the many special adjustments that are annually effected for groups or pupils and individuals, especially by the opportunity for generous election of studies offered in the larger high schools. Alongside this instructional development toward meeting the educational needs of all sorts and conditions of children, youth, and adults, Cincinnati's recent progress in building development has been extraordinary.

REHABILITATION OF THE SCHOOL PLANT

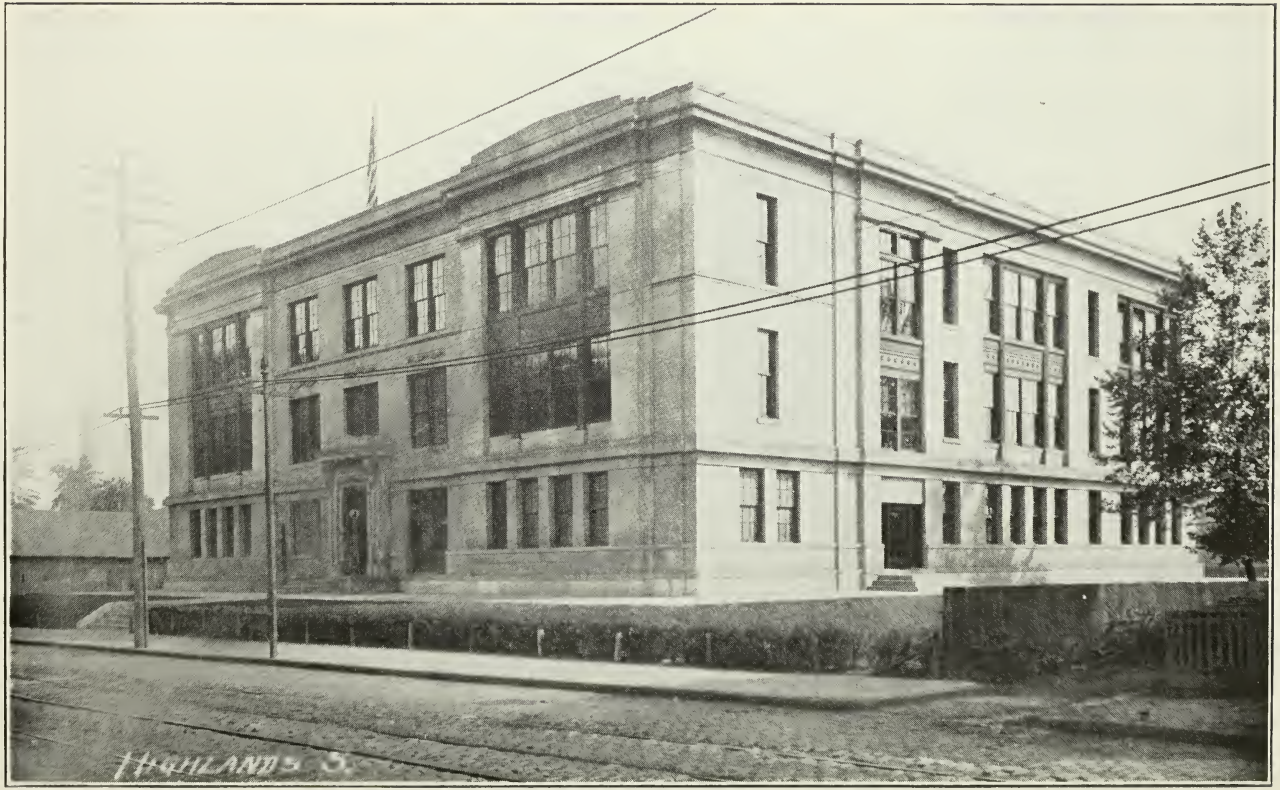
Almost within a decade the Cincinnati school plant has been largely made over by the erection of splendid new school buildings and by the remodeling, enlargement, and improvement of old buildings. The following table tells its own story (figures excluding the cost of lots):

Avondale School



Central Fairmount School

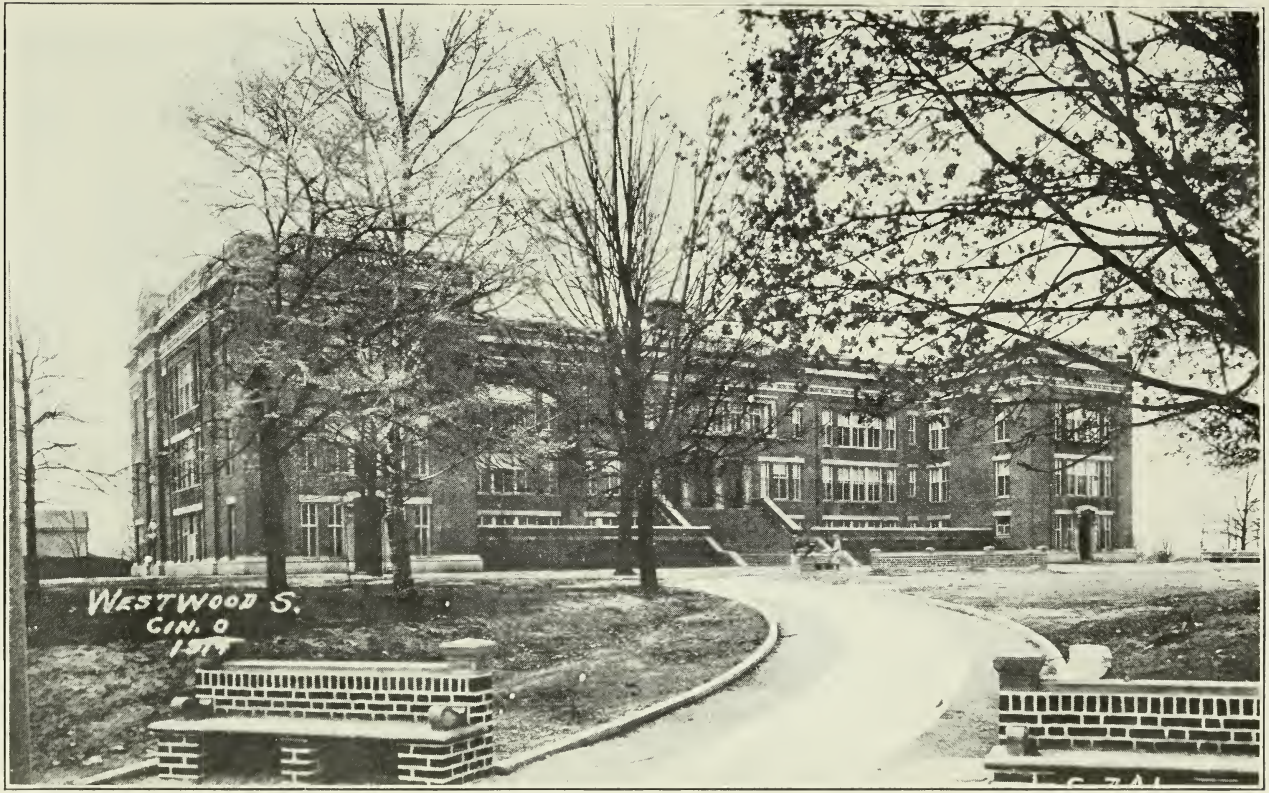
Douglass School



Highlands School.

Sands School

Washburn School



Westwood School

1903	College Hill, south building	$ 15,000
1903	Horace Mann	58,875
1903	Morgan	101,200
1906	Central Fairmount	160,800
1906	Clifton	145,000
1906	Dyer	270,140
1906	Evanston	134,600
1906	Peaslee, remodeled after fire	53,000
1907	Avondale	236,700
1907	Oyler, reconstructed after fire	54,530
1908	Twenty-second, remodeled	76,500
1909	Highlands	139,208
1909	Madisonville	116,000
1909	Pleasant Ridge High	71,000
1909	Washington, remodeled and enlarged	158,026
1909	Westwod	209,407
1910	Douglass	167,871
1910	Hughes High, Building	750,000
	Equipment	95,000
1910	Kirby Road	151,220
1910	Oakley	110,000
1910	Washburn	229,855
1910	Woodward High, Building	730,350
	Equipment	103,500
1911	Twenty-third, north building	90,000
1911	Winton Place	148,850
1912	Sands	290,000
1913	Carthage, improved	38,000
1913	Guilford	192,236
1913	Kennedy Heights	67,000
1914	Rothenberg	275,000
1915	Bloom, new building, approximately	300,000
	Total for Twelve Years	$5,738,868

All parts of the city have shared in this notable rehabilitation of the school plant, from the congested downtown districts to such distant outlying sections as Westwood, College Hill, and Madisonville. And the trend in school building has been wholly away from the old, small district schools for quite restricted localities to large buildings, accommodating the children of more extended areas, and furnishing for them such a variety of educational facilities as are unattainable in small schools.

APPOINTMENT AND PROMOTION OF TEACHERS

Appointments and promotions of teachers are in accordance with the following regulations:

Regulation 8:

SECTION 1. Appointments and promotions to all teaching and supervisory positions in the school system shall be made by the Superintendent of Schools from merit lists based upon personality, scholarship, professional preparation, and successful experience.

SEC. 2. There shall be the following lists:

I. A first or preferred list, and a second list:
  1. For regular positions in the elementary schools.
  2. For positions in each of the special departments in the elementary schools.
  3. For positions in each of the departments of the high schools.
  4. For each class of principalship or assistant principalship.
  5. For other positions at the direction of the Superintendent of Schools.

II Special lists.

SEC. 3. First or preferred lists for appointment and promotion shall be formed from candidates whose teaching has been approved and who possess either of the following qualifications:

(*a*) Graduation from a standard* institution—college, university, normal, or special school—and the completion of approved professional training, either as a part of or in addition to the course pursued in such institution; or, in lieu of such professional training, successful teaching experience of not less than two years, and satisfactory evidence of professional study and growth.

(*b*) The completion of approved courses, in recognized** institutions equivalent to those required for graduation from a standard institution, including an approved course in professional training; or, in lieu of such training, successful teaching experience of not less than two years, and satisfactory evidence of professional study and growth.

SEC. 4. Second lists shall be formed from candidates who have completed a first grade high school course or its equivalent, and have completed a two-year normal-professional or technical-school course; or, in lieu thereof, have had not less than two years of approved experience in teaching and one year of professional training.

SEC. 5. Special lists for positions requiring technical knowledge and skill shall be formed from time to time at the direction of the Superintendent of Schools from candidates whose education and training qualify them to fill such positions.

SEC. 6. The listing and ranking of candidates for appointment to teaching positions in the elementary schools shall be in charge of the Professor of Elementary Education in the College for Teachers, with the co-operation of the supervisors concerned in cases affecting the special departments.

Note—*A "standard" institution is one which requires the completion of a four-years' high-school course for admission, and not less than 120 semester hours for graduation.

**A "recognized" institution is one requiring the completion of a four-years' high school course for admission, and offering courses equivalent to those of "standard" institutions.

Sec. 7. The listing and ranking of candidates for appointment to teaching positions in the high schools and for promotion within the high school service shall be in charge of the Professor of Secondary Education in the College for Teachers, with the co-operation of the supervisors concerned in cases affecting the special departments.

Sec. 8. The listing and ranking of candidates for principalships and assistant principalships shall be in charge of the Assistant Superintendent of Schools, with the co-operation of the Professors of Education in the College for Teachers.

Sec. 9. All lists for appointment and promotion shall be subject to the approval of the Superintendent of Schools.

Sec. 10. Candidates eligible to consideration for positions other than teaching positions, whose qualifications have been tested and approved, shall be ranked according to their relative fitness for the positions to be filled.

Sec. 11. Any teacher eligible under the rules, who has voluntarily withdrawn from the service, whose teaching has been inspected and approved, may, at the option of the Superintendent of Schools, take precedence over all other candidates listed for appointment to the kind of position formerly held by such teacher.

Sec. 12. Appointment and promotion lists for the regular positions shall be formed in June of each year, and at such other times as may be necessary, at the direction of the Superintendent.

Sec. 13. Appointments and promotions shall be made in the order of rank on the lists, candidates of the first or preferred list taking precedence over candidates on the second list; however, any properly listed candidate, who is exceptionally qualified for a given position, on account of training, experience, or personality, may, by action of the Superintendent of Schools, after conference with the official who listed such candidate, take precedence over all other persons on either list; all such appointments are to be accompanied by a statement of the reasons for the appointment. Residents of Cincinnati, who are equal in rank to other candidates, shall receive precedence in appointment.

Sec. 14. A candidate may decline appointment in turn without forfeiting the right to later appointment at any time before the formation of a new list.

PROFESSIONAL IMPROVEMENT FOR TEACHERS IN SERVICE

After appointment, for which a large amount of professional preparation is prerequisite, teachers in service are credited for work in professional improvement by a system of credits which determine salary increases.

The maximum salary for elementary teachers is $950, and an additional advance of $50, to a maximum of $1,000, is granted to all teachers who have pursued after appointment professional work aggregating a total of at least eight credits. This work may be done during the school year, afternoons, evenings, or Saturdays, at the University of Cincinnati, at the Art Academy, and at various other educational institutions, or in school houses under instructors approved by the Superintendent of Schools. It may also take the form of summer work or the completing of a year's course in the State Reading Circle.

After reaching the maximum salary, teachers are required to take at least one professional course every other year. Each year since the establishment of this system, practically every teacher in the city schools has done some professional work.

PENSIONS

The appropriation for pensions—1% of the amount raised from district taxes—was insufficient to pay the full amount of pensions for the year 1914. The Trustees of the Pension Fund consequently reduced the monthly payment to 80% of the full amount of the retirement allowance. When it became apparent that this must be done, I felt that the time was opportune to place before the Board and before the public, my convictions that the Pension Fund was a sacred trust which should not be reduced; that it should be maintained in such a manner that it would be possible at all times to pay the full amount. While this could not be done during the year 1914, the Board took this position and requested $37,000 of the Budget Commission for 1915, which would be sufficient to pay 100% for the year 1915, amounting to $26,000, and would permit the payment of the deferred 20% for the year 1914. This amount was allowed by the Budget Commission, and the principle was established that financial limitations are not to be allowed to reduce the pensions of retired teachers below the amount fixed at the time of their retirement. For the year ending August 31, 1914, the receipts in the Pension Fund amounted to $69,320.75; the disbursements $56,250.05. The main income is derived from four sources: interest on the permanent fund of $112,000, amounting to nearly $4,500; deduction from the salaries of teachers ($2.00 per month) which amounted to $24,584 for the year ending August 31, 1914; deductions from salaries on account of absence amounting to $5,413 for the same period; and the appropriation from district taxes, not to exceed 2%. Since 1898, when the first retirement took place, the amount of $449,380.35 has been paid to 194 retired teachers; the same teachers have paid into the fund $106,171.67. Fifty-one (51) teachers have died since retirement and three have returned to the service, leaving 140 beneficiaries at the close of the school year 1913-14. Seventy-one (71) of the beneficiaries received $450, the largest amount allowed under the provisions of the pension act.

FREE TEXT-BOOKS

In September, 1900, free text-books were supplied to all pupils of the eighth grade of the schools. It was felt that during the last year of the elementary course the strongest temptation for leaving school came, and at this point books were more used and more costly than in the lower grades, so that here free text-books were first provided.

The following year books were furnished to pupils of the sixth, seventh, and eighth grades, and music books to pupils of all grades.

In 1904 books were supplied to pupils in all grades from the fourth to the eighth inclusive. In September, 1905, free text-books were provided for pupils in all elementary grades; in 1907, the system was extended to include the first year of high school. In 1908 the second year of high school, in 1909 the third year, and in 1910 the fourth year of high school were included.

PHYSICAL EDUCATION

At the foundation of the more formal education given through the schools, I have placed Physical Education, as expressing my belief that for both children and adults this is the most fundamental need. Physical well being, proper medical inspection, nurses, free clinics, all these features of the educational system are an expression of a determination of the community to conserve the health of its present and future citizens as its most valuable asset, and to build upon this basis of sturdy manhood and womanhood a stronger and more efficient race. Under this head I shall group the discussion of the departments of Physical Training, School Hygiene, Medical Inspection and School Lunch Rooms. The board has maintained ten lunch rooms in the elementary schools during the past year. The program for 1915 called for five additional rooms; but this problem has been by no means solved as yet, and its solution offers a large opportunity for, and may well receive the combined efforts of the Mothers' Clubs, social workers, teachers, the Board of Education and the Health Department. And when the right solution has been found, I think it will be expressed in terms something like this: No community can afford from an economic or social point of view to have a single hungry child in school. And with a full sense of the import of this answer we shall set ourselves resolutely to the task of finding a way to prevent this great waste of human energy, realizing the folly of trying to educate hungry children into efficient men and women by whom the city's industries must be preserved; its homes maintained; and its civic ideals perpetuated.

Physical Training was made a part of the course of study in 1860, but was discontinued in 1873. In 1892 the Department of Physical Training was organized with the present supervisor and four assistants. Since then the growth of the deaprtment has continued. At present there are thirty-four assistants, including the high school teachers, swimming teachers, and shower bath attendants.

Of the sixty-four buildings in use, three have two gymnasiums each, twenty-nine have one, and the rest, all old buildings, have none. Two high schools and one elementary school have two swimming pools each, and two elementary schools have one pool each. Twenty-two schools have shower baths. Fifty-nine schools have playrooms equipped with apparatus. Thirty-two school grounds have some apparatus, eight of them being as well equipped as most park playgrounds.

In six schools there are resident teachers of physical training, who have complete charge of the work in the building. Nine teachers visit different schools each day; three give part time to this subject, teaching other branches in their school.

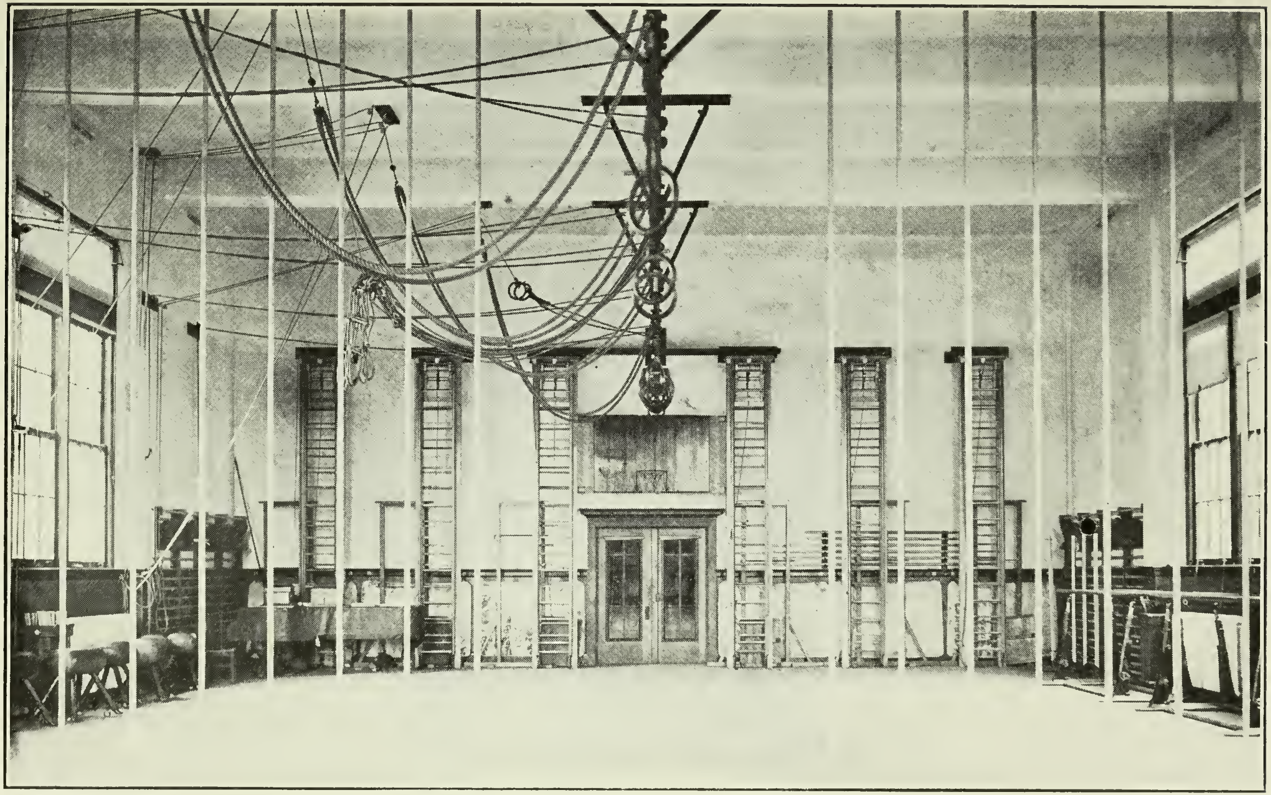
Schools having gymnasia and no resident teacher are visited once each week by a special teacher, who gives a new lesson, which is repeated once or twice, as the case may be, by the class teacher.

Schools having no gymnasia are visited at least twice every two weeks (a few weekly) by a special teacher, who gives a lesson that the class teacher repeats daily. The time allowed for physical training is seventy-five minutes a week.

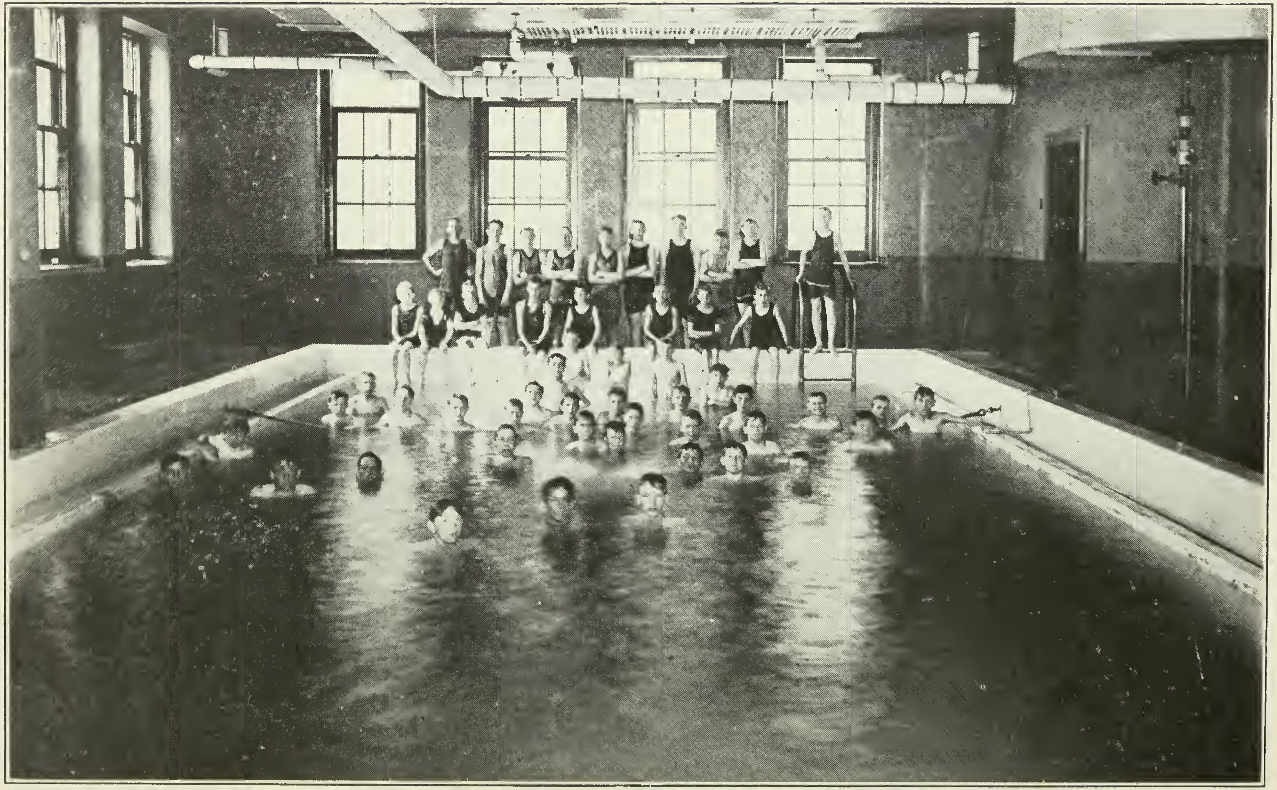
Physical Training was made a part of the high school curriculum in 1893, the Union Board of High Schools having provided a special building to be used as a gymnasium for each of the high schools. Two 45-minute periods per week were required of all pupils physically able. A male teacher, who taught both sexes, was appointed for each school. So far as known, Cincinnati high schools were the first to recognize the value of physical training by making regular systematic exercise obligatory for all pupils.

At present the two new schools, Hughes and Woodward, have two gymnasiums each, one for each sex. Each of these schools has a man and a woman teacher, each of whom has an assistant, the latter teaching swimming.

Walnut Hills has a male teacher for both sexes, while Madisonville has both men and women teachers, who give part of their time to the high school pupils and part of their time to the elementary schools. The other two suburban schools have no gym-



Sands School Gymnasium.



Sands School Plunge.

nasium. They are visited by one of the elementary teachers once a week, and given such work as can be done in the corridors.

The physical training work consists of floor work, folk and gymnastic dancing, calisthenics, free-hand and with apparatus, such as dumbbells, wands, Indian clubs, exercises on apparatus, climbing poles and ropes, ladders, horizontal bars, vaulting horses, rings, games, and swimming.

When necessary, special exercises are provided. Special exercises are provided also on recommendation of the family physician for pupils not able to take the regular course.

In addition to the prescribed gymnasium work, the boys have all the usual high school athletics, football, baseball, field and track events, etc. The girls have inter-class team games, "Hiking Clubs," etc.

THE PUBLIC SCHOOLS ATHLETIC LEAGUE

The Public Schools Athletic League was organized in May, 1906. Its object is to encourage and regulate athletic activities and to stimulate the spirit of true sportsmanship among the pupils of the schools. The Board of Education gives official sanction to the work of the league by contributing annually $500 for its support.

The sports encouraged are baseball, soccer football, field and track meets, and an efficiency competition for the league's athletic button. Large numbers of pupils take part in the various events, and practically every school is reached by one form or another of them.

HIGH SCHOOL ATHLETICS

All inter-school or competitive athletics in the high schools are under the control of the Superintendent and the Board of Education. The direct control is delegated to an Executive Committee composed of one male teacher from each high school, appointed by the Principal and approved by the Superintendent and the Supervisor of Physical Training.

The principal duties of the Executive Committee are to apply and interpret the rules governing high school athletics; to make the schedules for all athletic events or contests; sanction all athletic events or contests; receive and decide on all protests; to receive and pass upon all entries for events or contests.

The principal points covered by the rules are as follows:

ELIGIBILITY—A pupil must not be more than twenty years of age; a pupil may not represent a high school in athletic events or contests during more than four school years; a pupil may not represent a high school who has graduated from a secondary school of the first grade; a pupil may not represent a high school who is not in good standing as an amateur athlete.

ATTENDANCE—All pupils who participate in athletic events or contests must be regularly enrolled in a high school, and must be in regular attendance at said school.

STUDIES AND SCHOLARSHIP—All pupils who participate in any athletic event or contest must be carrying, exclusive of choral music and gymnasium, and counting double periods as single, at least sixteen periods of school work per week; only those pupils are eligible to represent their school in an athletic event or contest who maintain such a standing in scholarship as will entitle them to promotion.

CONDUCT—Only those pupils are eligible to represent their school in an athletic event or contest whose conduct is certified as satisfactory by the Principal of the school.

OUTSIDE PARTICIPATION—A pupil may not represent his school and an outside organization in the same class of athletic events or contests in the same academic year with this exception, a pupil may play baseball with other strictly amateur teams.

EVENTS AND CONTESTS. Football, soccer football, basket ball, base ball, track events, cross country runs, and swimming contests are the athletic events which may be held. Football schedules are limited to eight games, base ball to twelve games, basket ball to ten games. No athletic game or contest shall be scheduled at any place so far distant that the team cannot go and return on the day of the game or contest.

SCHOOL HYGIENE

School medical examination is under the supervision of the Health Department co-operating with the Board of Education and is a function of the division of medical inspection and relief.

The medical staff consists of a chief Medical Inspector, sixteen district physicians, fourteen nurses, seven dentists, and two clinic assistants. With the exception of four district physicians, who look after the physical welfare of the children in the recently annexed suburbs, and the dental operators, who work on half-day shifts, all employees devote full time to the work.

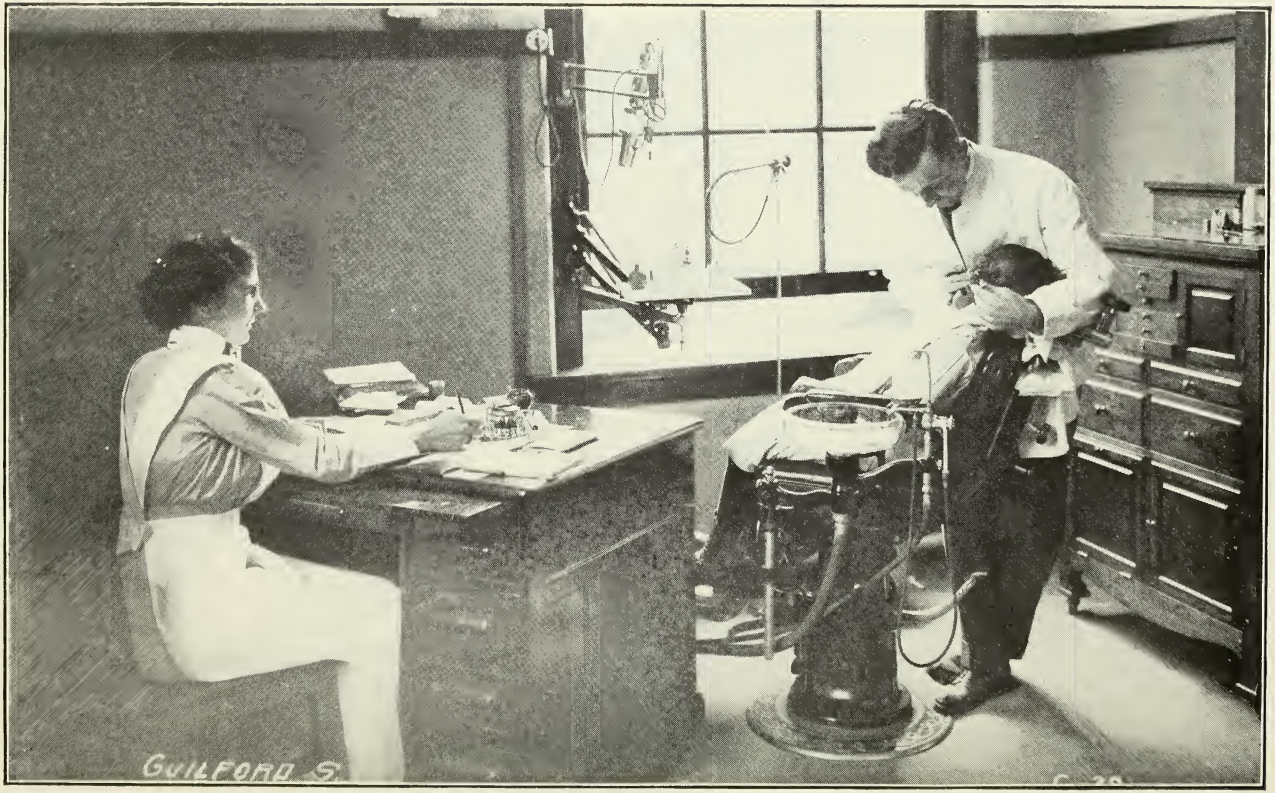
Vaccination of school children is compulsory. (Board of Health Regulation No. 17.)

Each medical inspector shall from time to time make such examinations of teachers, janitors, and school buildings as the protection of the health of pupils may require. (Law of Ohio, Section 7692.)

Comprehensive and systematic examinations of school children are conducted to determine and correct such physical defects as interfere with a child's efficiency in school life.

In a room set apart for this purpose the district physician examines the following: (1) Children who have been absent from school four consecutive days; (2) Every child referred to him for examination and diagnosis by the principal, teacher, or nurse.

The eradication of tuberculosis depends in a large measure upon the recognition of incipient and potential cases among school children. Hence routine examinations are undertaken in order to determine the prevalence of anæmia and tuberculosis. These



GUILFORD SCHOOL DENTAL CLINIC.

examinations begin with children entering school for the first time and proceed to the higher grades in order.

During the school term special surveys are made in order to determine the number of handicapped children attending regular classes in public schools who should be taught along special lines that will reduce the effects of their handicap and enable the children to become self-supporting citizens.

Examinations are made with reference also to the seating of the children and the lighting of classrooms and to the cleanliness of schools and all matter affecting the health of pupils and teachers.

In accordance with the laws of Ohio the school physicians examine all children applying for work certificates in order to determine whether or not the applicant is physically fit to be employed in any of the occupations permitted by law for boys between 15 and 16 years of age and for girls between 16 and 18 years of age.

DENTAL INSPECTION AND CLINICS

Dental inspections were begun in 1910, since which time they have been regularly held. This work is done by volunteers from the Cincinnati Dental Society. One hundred and eight schools have been visited, with a total of 51,426 children examined, of whom 43,464 required treatment. Following these examinations talks are delivered to the teachers and pupils instructing them as to proper care of the mouth. In addition to this, lectures are delivered to Mothers' Clubs and similar organizations connected with the school.

The first dental clinic was established in 1910 by the Free Dental Clinic Society, an organization under the auspices of the Cincinnati Dental Society.

The Board of Education allowed the use of a room in one of the schools for this initial work. In 1912 the Board of Health allowed its first appropriation for free clinic work. At the present time there are four clinics: Guilford School, two chairs; Sixth District School, one chair; Washington School, one chair; and Carthage School, one chair. The Board of Health pays the salaries of the employees and the Free Clinic Society all other expenses.

Seven dentists work one-half day for six days a week. They are assisted by two women, who also do some educational work. The total expense is about $6,500 per year, independent of the volunteer effort.

For two years an "experimental dental class" was observed in the Sixth District School. The results achieved by this class prove conclusively that mouth hygiene is a necessary adjunct to the work of the educator. The scholarship, attendance, behavior, appearance, and general results were far better than in a "control class," where only ordinary supervision was in force.

CARE OF THE EYES

Whenever the teachers have reason to suspect imperfect vision the case is called to the attention of the district physician or school nurses, by whom a preliminary examination is made. If after this examination there is a probable need of glasses, and it is found that the parents are not able to meet the expense of an oculist, the child is referred to a free clinic for further examination; and the glasses are furnished at the expense of the Board of Education. This is done upon the ground that the child shall not be prevented by any handicap of his own which can be removed, or by the financial condition of the parents, from reaping the full benefit of the education that is provided for him.

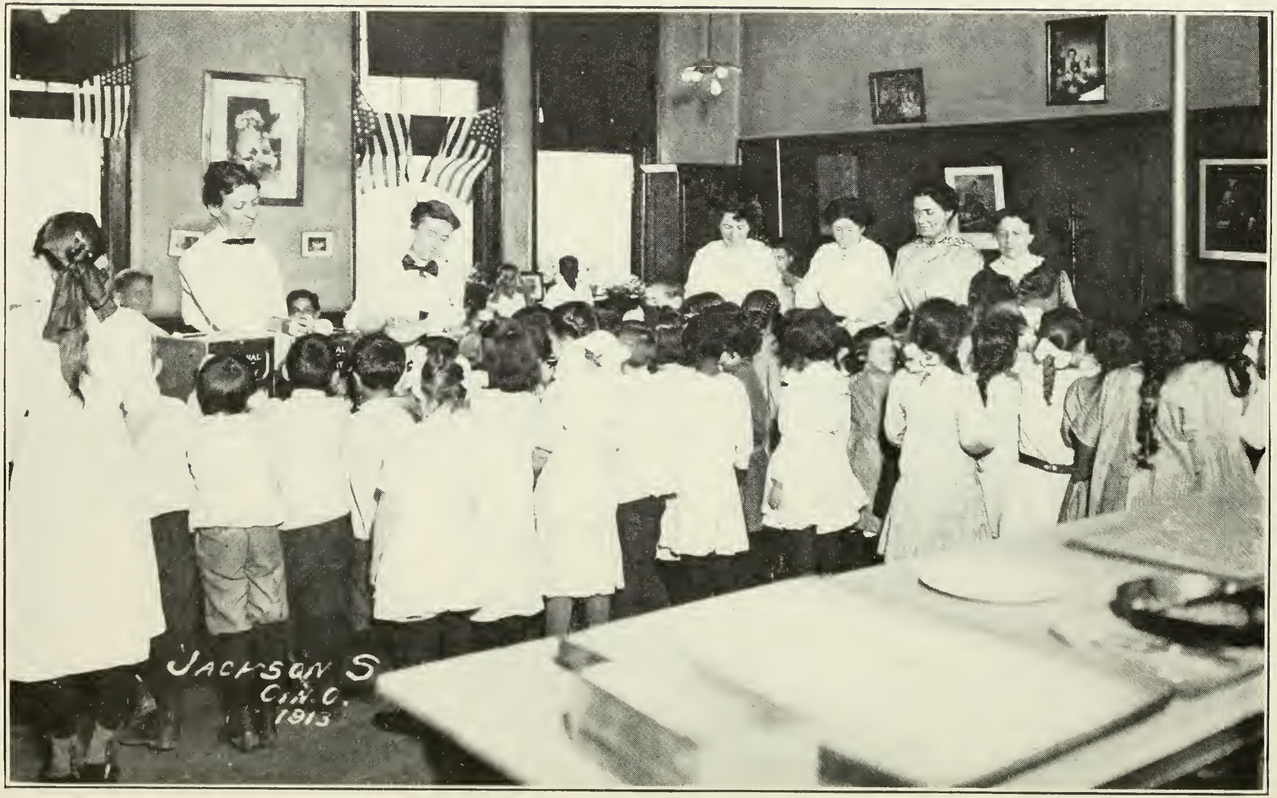
BUREAU OF CHILD WELFARE

Cincinnati is particularly fortunate in having a citizenship alive to the needs of a growing and progressive city. The latest demonstration of this fact is seen in the proposal of a well-known physician, submitted respectively to the Board of Health and the Board of Education and heartily approved by both boards, that a Bureau of Child Welfare be established as a municipal undertaking.

The function of this Bureau is the examination of all children under school age; its object is to correct conditions handicapping children before they enter school. This is to be accomplished through application of a broad program embracing preventive medicine, social service, and correction through records of sociological data.

Three physicians have volunteered to start the movement. The plan of work is to advertise the Bureau through the various clubs in the schoolhouse. Mothers are to be encouraged to bring their children on certain afternoons to the school when a careful examination will be made. Records are to be kept and filed in the Health Office. Medical treatment will not be offered. When pathological conditions are found the patients are to be sent to the family physician. If they are unable to pay for medical service they may be directed to the recognized hospitals, clinics, and dispensaries.

Through the Bureau of Child Welfare the Board of Education is co-operating under the supervision of the Director of Social Centers with the Board of Health in a splendid municipal movement that promises to raise the physical standards of the school children and, through this, to produce better educational results.



JACKSON SCHOOL PENNY LUNCH.

PENNY LUNCH ROOMS

The penny lunch room was organized at the Jackson School in April, 1908. Since then such organizations as the Civic League, the Council of Jewish Women, the Woman's Club, and several mothers' clubs have organized and conducted penny lunch rooms in a number of schools. In the fall of 1913 these different organizations and mothers' clubs formed the Cincinnati Penny Luncheon Association and placed it under the control of the Board of Education. The cooks are paid by the Board of Education and the lunch rooms themselves are managed either by the working members of the clubs and associations or under the control of the principal. Generally these lunch rooms serve a recess lunch of soup, sandwiches, vegetables, cake, and fruit. The child may buy what it wishes. At noon a four or five-cent meal is served. This is to be sure that the child has a wholesome meal.

ELEMENTARY HYGIENE AND HOME CARE OF THE SICK

The Nursing Service Committee of the American National Red Cross has charge of the organization of classes of instruction for women in "Elementary Hygiene and Home Care of the Sick." A textbook has been prepared by the Chairman and the Vice-Chairman of the National Committee, both of whom have served at different times as Superintendents of the Nurse Corps, U. S. A.

It is not the purpose of this course to fit women for professional service, but to teach them personal and household hygiene in order that they may acquire habits of right living which will aid in the prevention of sickness and in the upbuilding of a strong and vigorous people; and to give them simple instruction in the care of the sick in their own homes, which will prepare them to render intelligently such service as may be safely entrusted to them.

The Chairman of the Executive Committee of the American Red Cross says of this course:

> Many of the schools and colleges are introducing these courses of instruction.
>
> To teach the women of the country laws of sanitation, to prevent the spread of disease, to teach them simple rules for the care of sick in their own homes, will do more to lift the veil of ignorance and save countless thousands from physical suffering and those that love them from untold grief and sorrow than anything else of which I can think.
>
> Such instruction no more usurps the training of the professional nurse than does the first aid usurp the training of the medical man.
>
> The importance of the standardization of such instruction is emphasized by the Red Cross. This can best be accomplished by such a standard being set and maintained by the Nursing Committee of a great national organization.
>
> The instruction should be given by women coming up to the Red Cross standard and under the supervision of the Nursing Committee.

By the introduction of such courses into our higher schools and colleges there is a strong probability that interest will be aroused among a fine class of young women that will lead a number of them to enter regular training schools for nurses. Superintendents of these schools and others interested in the training of nurses are desirous of bringing into the profession well-educated women and recognize the advantages of higher educational standards as requirements for admission, and whatever may help to do this will be most heartily welcomed.

Classes have been organized in the Woodward High School by the Board of Health, with the approval of the Board of Education, and are under the supervision of the Nursing Service Committee of the local chapter of the American Red Cross. The instructor is a regularly enrolled Red Cross nurse—also a registered nurse—appointed by the chapter and approved by the National Nursing Service Committee of the American Red Cross. Many graduates of the high schools enrolled during the past year in the School of Nursing and Health now being established in the new General Hospital, in which courses of instruction are given by professors in the Ohio-Miami Medical College of the University of Cincinnati, all affiliated municipal institutions.

SCHOOL WORK OF THE ANTI-TUBERCULOSIS LEAGUE

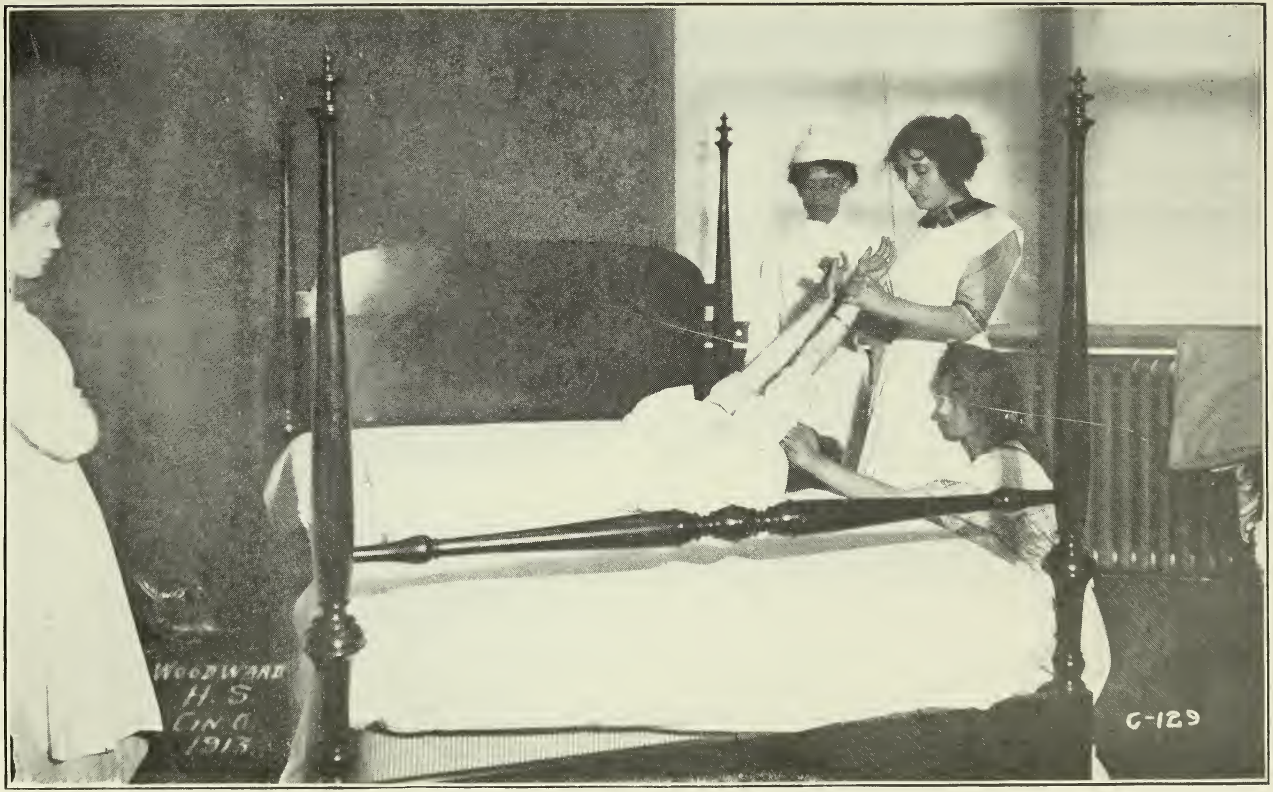
If every citizen had an elementary knowledge of the causes of disease and the methods of prevention, and an understanding of the importance of sanitation and personal hygiene, our public health problems would be half solved, and our abnormal American death rates would be greatly reduced.

Starting with this almost axiomatic principle, the Cincinnati Anti-Tuberculosis League has for five years been developing a system of lectures to school children by a whole-time trained nurse. The league has great faith that it is thus laying the foundation for a citizenship that not only will believe in and practice personal and home hygiene and sanitation, but also will appreciate and insist upon adequate measures for the conservation of the public health.

These lectures must be clear, simple and direct, practical, appealing to the interest and imagination of the children, and impressing themselves upon the memory.

Simplicity is a difficult art and can be perfected only by practice and by a thoroughly sympathetic understanding of the children.

The nurse's talks are made as practical and as directly applicable to the daily life of the children as possible. The lessons are graded according to the ages of the pupils, from the kindergarten to the high school. They are abundantly illustrated, and concrete anecdotes and examples are given, showing the advantages of fresh air, sunshine, good food, recreation and rest, of mouth hy-



Woodward High School First Aid.

giene and proper care of the body, and also the objections to expectoration and to other unsanitary practices, to careless placing of pencils and other objects in the mouth. The influence of the children's lessons in cleanliness and practical sanitation is remarkable for effect upon the homes.

The interest of the children is aroused in many ways. Their own ideas are brought out by questions which they ask and which are asked of them. The simple theories taught are illustrated by similies from every-day life, and the children become eager to apply conclusions directly to home conditions. The happiness that comes from health is drawn in bright colors. A cheerful and hopeful outlook upon the problems of health is encouraged.

Because these lessons are of little value if not remembered, the children are asked one year concerning what they have learned the year before. Their memory, as well as their originality, is stimulated by the writing of compositions. They follow the connecting lectures from one grade to another, and health literature of various kinds is distributed to them so that they may carry the lessons learned directly into the homes.

KINDERGARTENS

Based upon the solid foundation of Physical Education, the school system begins with the kindergarten as its first step in the educational development of the children. The Board of Education is committed to the policy of making it possible for every child in the city to enter school through the kindergarten. The financial program for 1915 called for five additional kindergartens; that for 1916 will look to the completion of this program by the organization of kindergartens in all elementary schools not now supplied. The following statement gives a brief history of their development and explains the plan upon which they are organized:

Kindergartens were introduced into the Cincinnati public schools in September, 1905. At this time the Board of Education assumed two, which had previously been maintained by private funds, in public school buildings. The following year provision was made for seven more; in 1907 the number had increased to twenty-two; in 1908 there were thirty-one; in January, 1915, there are fifty-five.

The kindergartens are organized on the half-day plan for the children, but the teachers are employed all day. They give two afternoons each week to the primary school, two to mothers' meetings and home-visiting, and one to a conference with the supervisor.

The kindergartens vary in size, but most of them have an average attendance of forty to fifty children, and are in charge of a director with one assistant. Some have two assistants and several are small enough to require only one teacher. The program is based on the common experiences of the group; and each teacher plans her work to suit the children in her kindergarten. Excursions, gardening, and outdoor play are encouraged. If the school does not have a garden for the little children, they go to a park to plant bulbs in the autumn.

The kindergartens are equipped with the usual Froebel materials, enlarged. Other toys and playthings are used for the free play periods and for motivations in gift work.

The kindergarten activities with the first grade children are planned to meet the needs of the particular class. In some schools gifts and occupations are used; in others, rhythms, games, and songs. Each group of first grade children is expected to go to the kindergarten room for one hour a week.

The reasons for the home-visiting are many. The teacher may wish to encourage punctuality and regular attendance; to secure proper cleanliness and physical care for the child; to invite mothers to the club; to discuss problems of the child's training; to suggest home occupations for children; to put people needing help in touch with the proper relief agency, such as the Associated Charities, Visiting Nurse Association, or a free clinic.

The Mothers' Club meets once a month in the kindergarten room on the first, second, or third Thursday, from 2:30 to 4:30 in the afternoon. The program includes a half-hour for business, a lecture or discussion, music and refreshments. The meeting usually closes with a few minutes devoted to kindergarten games.

The weekly conference is the great means of growth for the teachers. On the third Monday afternoon of each month all the kindergartners of this vicinity, about a hundred and twenty in number, gather at the Kindergarten Training School. The other weeks of the months two group conferences are held in public school buildings. The programs include papers, discussions, work with materials, and an occasional lecture.

The department aims to provide the right environment and training for five-year-old children; to insure the right relationship between the kindergarten and first grade by giving the teachers a common interest and responsibility for the children; to bring the home and the school closer together; and to provide for the growth of mothers and teachers through club organizations and conferences.

ELEMENTARY EDUCATION

A reference to the pyramid will show four main divisions under elementary education: general schools; special school; continuation schools, all of which are day schools; night schools. In addition there are the vacation school, and playground activities, which continue the elementary education during the long summer vacation. I have used the term "general" instead of regular as applied to the great body of day elementary schools which provide for the education of normal children in contrast with the special schools.

With all the newer activity there is no disposition to neglect the older traditional subjects of geography, history, reading, language, spelling, arithmetic, etc. But two of these subjects will be discussed in this connection: penmanship and civics,—the former because it has been conducted under a special teacher or supervisor since 1841, the latter because of its more recent and interesting development through a co-operation with the Chamber of Commerce.

Each of the divisions will be discussed in order, with school and home gardening following playgrounds; first a general statement, and then a discussion of each subject in the order in which it appears under each head.

GENERAL SCHOOLS

The Cincinnati elementary schools have for many years been organized upon the customary eight-year basis. Promotions have been made only at the end of the school year, although pupils are admitted to the first grade in both September and February. In recent years this city, with others, has begun to allow for differentiation of work to suit the varying needs of the pupils. In one school the course of study has been organized upon the "six-and-six" plan. Certain schools, especially in the basin of the city, have developed industrial work for boys and girls and become prevocational centers. Classes for atypical children, the deaf, the blind, the anaemic, the mentally defective, the retarded, have been organized. The tendency is constantly toward the fullest special attention to the individual, both in class organization and in the arrangement of the course of study.

Throughout their history the schools have been noted for the attention paid to various special subjects. Supervisors and special teachers have visited class-rooms and given systematic instruction in drawing, music, penmanship, and physical training. In these fields the results have been notable, and have brought widespread reputation to the city.

All of the fifty-seven elementary schools, with only a few exceptions, have the eight grades and kindergarten. Domestic science and manual training centers are located within easy reach of all pupils. In all the new buildings, and in the majority of the old ones, there is full equipment for physical training. All schools have complete supplies of maps and other apparatus, and of supplementary material such as readers, stereopticon slides, stereographs, and the like.

The course of study now in use was prepared by principals and teachers, and during the present school year a complete reconsideration of this course is being pursued by means of committees of teachers and principals. Much freedom is allowed in the interpretation of the course, and teachers are encouraged to express their individuality in the daily class work.

ART

The Art Department consists of a supervisor and twelve assistants in the grades and seven assistants in the high schools.

Twenty minutes per days are allowed for the pursuit of art and handwork in the first and second grades; ninety minutes per week in the third and fourth grades; one hour per week in the remaining grades below the high school. The work of these grades is closely correlated with the other activities of the course, and consists of illustration, pose work, object drawing, nature representation, color, and design with its applications. In the first and second grades emphasis is placed upon illustration of stories, fables, seasons of the year, games, and activities of the home, etc. In the third and fourth grades nature representation and handwork are emphasized. The latter consists mainly of paper and cardboard construction. In the sixth, seventh, and eighth grades design and its application to stenciling and block printing, and object drawing are given major consideration.

The art education of the schools is further promoted by means of a close co-operation with the Cincinnati Art Museum. Teachers with their classes make frequent visits to the Museum. By means of slides illustrating the various departments of the Museum the classes are prepared before visiting it to see intelligently the exhibits there displayed.

In the high schools two forty-five minute periods per week are required during the first year in the General and Classical Courses. After the first year Drawing becomes an optional study. The course consists of representation of still life in all mediums, and design and its application to textiles, leather, and metal, and also to commercial problems, such as posters, magazine covers etc.

The Domestic Science and Girls' Industrial Courses make the subject a required one during the four years. These courses offer a wide range of possibilities in the application of art work, as in the making of wearing apparel, the planning of a house and its surroundings, house furnishing, etc.

The department maintains a Teachers' Art Training Course.

This course is designed to prepare students who are high school graduates and who have had not less than two years' training at the Art Academy or its equivalent to become teachers and supervisors of Art and Construction work. It is a two-year course, and is made possible by a co-operation of the Teachers' College of the Cincinnati University, the Art Academy, and the public schools. Instruction in Psychology, History of Education, and General Method is given at the University; art work is continued at the Art Academy; the application of art work to public school needs, special methods, and practice teaching are furnished by the public schools.

Considerable extension work is done each year by the Art Department by means of lectures on Art in the Home, Beauty in Common Things, etc., given before Mothers' Clubs and other organizations.

MUSIC

The Music Department was organized in 1844. It consists at present of one supervisor and eleven assistants.

The course of study followed is the Harmonic and Natural of Ripley and Tapper. Nearly all of the classes in the schools have a motive in their work. They are honored, when sufficiently well prepared, in being allowed to sing at the numerous parent meetings, which are held in the schools, or in events which are significant in the musical life of the community. Cantatas are written or arranged for the special study of the children. They serve as a climax to a year of work. Through the concerted action of the kindergarten teachers some two thousand mothers sang the songs of the child-world at their various meetings during the year. The rendering of these songs by this great choir at their annual meetings is an inspiration to all who participate. All of the children in the city in the early grades are taught to sing with the piano accompaniment as well as without. Thus they receive the harmonic basis upon which future growth depends. There are upwards of two hundred pianos in the city schools.

The public of Cincinnati, since the beginning of the May Festivals in 1873, have slowly come to realize the great value of the music work in the schools as a community asset. The elementary artistic sense of children is moving the greatest artists to create materials for the part that the child is to take in musical interpretation.

In the May Festival chorus of this year seven hundred children will assist in rendering some of the masterpieces of the world.

In many of the schools there are student orchestras. This is one of the worthiest of institutions. It is introducing the child player to the composers in a way that bids fair to mean intimate acquaintance. Let them even play a march, and every participant has a new and loftier idea of the meaning of that particular form of art. If this effort is pursued, the listening to a great orchestra is so increased that every symphony is a new world. The habit of playing one's way into music literature assists the player to listen—a habit, of all others, that children oftentimes know least about.

Orchestras are to be found in the following high schools: Hughes, Woodward, Pleasant Ridge, and Madisonville; and in the following graded schools: Carthage, Guilford, Harrison, Harriet Beecher Stowe, Riverside, Sayler Park, Webster, and Westwood.

GERMAN

Cincinnati was the first large city in America to avail itself of the advantages of bi-lingual instruction. The introduction of German into the public schools dates from the year 1840, when three teachers of the language were appointed and classes organized in the basement of the church on Walnut, near Ninth Street.

At the present date instruction in German is given in all grades of all the schools—elementary as well as high schools and in the University—except in a few of the small and recently annexed districts. The corps of teachers numbers 175, of whom 40 are males and 135 females. The study of German may be taken up by the pupil on entering the lowest grade.

The organization of the German department is unique, and differs widely from that obtaining elsewhere. In the lower grades of the larger schools two teachers are assigned to two classes, one teaching German, the other teaching English to both classes alternately, the German teacher, in addition, taking charge of such branches as drawing, music, and primary occupation work. Here the upper grades are generally taught by a German Supervising Assistant, who also exercises a general supervision. In smaller schools one or two special teachers teach all the classes. The time given to German varies from thirty to about ninety minutes daily, according to local conditions. For the high schools daily recitations of forty-five minutes are provided. The use of the German language in the teaching is insisted upon, however much correlation with the English be desired.

The number of pupils in the department is as follows:

In elementary schools, 15,000; in high schools, 1,400; total, 16,400. This means that two out of very five pupils in the public schools are students of German.

DOMESTIC SCIENCE—
HOUSEHOLD ARTS

Domestic Science was introduced in 1905 in the seventh and eighth grades. Four schools were equipped that fall. The number was rapidly increased and the work was extended to the high schools.

At present it is part of the regular curriculum of the sixth, seventh, and eighth grades, and about half of the fifth grades are cared for.

The fifth and sixth grades have one hour, and the seventh and eighth one and a half hours per week. The eighth grade has cooking, and the fifth, sixth, and seventh grades have sewing.

There is an outline of work for the sewing, but it is quite elastic and suggestive and has a wide scope. This allows the teacher to exercise judgment in the selection of garments best suited to her classes. Sewing machines are available in most of the schools, and they are used on garments wherever the teacher feels the child is capable of handling them.

The cooking follows a regular course of study. All types of food are prepared. Food values are studied; the cost of canned foods is compared with that of home-prepared foods; the prices at stores in the neighborhood are compared with the prices recorded on charts of the department showing the various changes in the cost of staples, as sugar, flour, butter, and eggs. The aim is intelligent buying as well as proper preparation of foods.

MANUAL TRAINING—
MANUAL ARTS

Manual Training was introduced in the seventh and eighth grades in 1905, and as fast as classes were ready was extended to the high schools.

At present it is part of the regular curriculum of the sixth grade also, and in addition about one-half of the fifth grades are cared for.

The fifth and sixth grades have one hour, and the seventh and eighth grades have one and one-half hours per week.

In the fifth grade most of the work is with coping saws in the making of toys.

In the sixth grade simple work with the plane and saw are presented, and followed in the seventh and eighth grades with models that present greater difficulty.

A tentative course of models is provided for the teachers. They are encouraged to deviate from this to meet the varying ability of the boys. The work is not based on sequential tool-processes, but rather upon the interest and the physical and mechanical ability of the boys. It has been the motto that "It is not so essential what a boy makes as that whatever he makes be well done." We believe, for instance, that it is just as valuable for a boy to learn to grind a carving knife or hatchet for home, to sharpen his skates, to put a runner on his sled, or half-sole his shoes in some cases, as it is to learn to join carefully two pieces of wood. In keeping with this idea the use of other mediums than wood has been undertaken, and with considerable success. However, where only one period per week is allowed and teachers have from 300 to 400 different pupils per week, little more than a set course can be introduced.

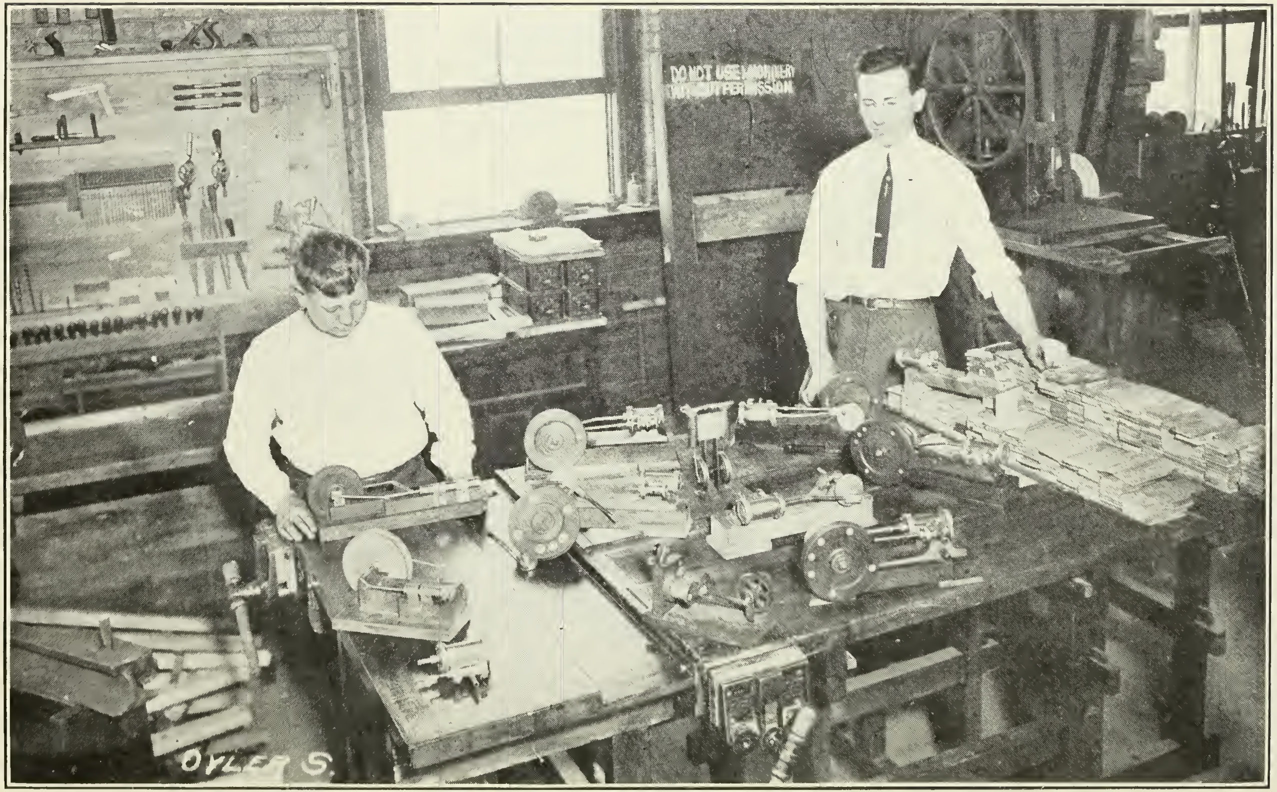
In an increasing number of schools more than one period per week is being allowed. It is in these schools that the greatest advance has been made. A description of the work follows, under the title, "Pre-vocational."

PRE-VOCATIONAL EDUCATION

In eleven schools of the city special adaptation has been made of the Manual Training and Domestic Science work, in order to meet more completely the various needs of the community. The time allowance of these subjects is increased in some cases to five hours, or one-fifth of the school week, and in all cases is extended beyond the hour or hour and a half regularly devoted to the subjects in elementary schools.

The work is extended also to grades below the sixth; in some cases reaching even as low as the second. The aim is to take care of pupils twelve years of age and over. Special effort is made to co-ordinate the academic work with the industrial work of the manual training and domestic science departments. In all cases the time gained by the additional allowance for these special subjects is used by the regular teacher for instructing an additional class, and also to emphasize the special needs of pupils in the regular classes.

The character of the work varies with the school. The general purpose, however, is to find the problems for the industrial work in the daily life of the school and the home. For girls, this takes the form of real home problems in sewing, cooking, and the household arts. For boys, the industrial work uses wood, metal, and other materials for the making of whatever may appeal to the boy's interest and be of use in the school or home. In some instances this means making of book-racks for the school rooms, desk-racks for the teachers, tables, sleds, roller coasters, steam engines, and iron weaving frames. Much attention is given to what is called tinkering, which involves ordinary repair work such as a boy may have to do at home. There is also instruction in cobbling, so that pupils are able to mend their own shoes, purchasing the stock at cost. Throughout the course, the aim is to



Oyler School Shop

make the work as practical as may be and to organize the shops upon trade principles, in accordance with commercial practice outside the school. This means that boys are put to work under foremen, upon definite time allowance for the completion of jobs, and the completing it within the time allowance is used as a factor in grading the work.

The first school of this type in Cincinnati was the Oyler School, and it is the one in which the most complete development has taken place. It is provided with a lathe, band-saw, and various other pieces of machinery, much of which has been installed by the boys themselves; part of it, indeed, was constructed by the pupils. The effect of the work of this particular school has been marvelous and has practically meant a transformation of the school district. Animated by the same desire to be of service to the people among whom they are placed, various other schools in down-town communities are securing similar results.

PENMANSHIP

This department was established in 1841 with one teacher, whose duties were confined to weekly visits to the various rooms and to giving a "writing lesson." The style of penmanship taught in those days was of the slow, painstaking, beautiful, just-so-wide and just-so-high variety, gotten at an immense cost of time and an outlay of an appalling amount of nervous energy, the only thought being that the page of carefully drawn work be "pretty."

The department has been slowly augmented as the needs of a growing city made imperative, and at the present time consists of a supervisor and six assistants. Each year the city is districted, as the ever-changing conditions make expedient, and a member of the department is assigned to the schools in each district, visiting these schools every two weeks and giving a model lesson in real, live, usable, legible, and salable penmanship. The grade teacher gives careful attention to the conduct of the lesson, as she is expected to carry on the work in a similar manner for the following week. Two lessons are given each week.

The style of penmanship taught, while of the most simple form, is sufficiently graceful to make its execution most easy. No attempt is made to make the penmanship more beautiful than is consistent with utility.

CIVICS

Community civics has been taught for several years in the eighth grade and in the senior year of the high school. It is now being introduced into the fifth, sixth and seventh grades, and, as indicated elsewhere, about ninety elementary teachers are meeting once a week for the study of civic and vocational questions.

Emphasis is placed on community relations and on the formation of traits and habits of good citizenship rather than on government and politics. Teachers are encouraged to secure actual participation of pupils in the affairs of the school community and of the local community and to utilize other subjects as a means of civic training. Several schools have succeeded in working out a method whereby the school organization is used as a means of civic training.

Civic and vocational clubs for the study of civic and vocational questions are organized in the schools. These clubs are federated in a Civic and Vocational League, which is affiliated with the Cincinnati Chamber of Commerce. The league is controlled by a Board of Directors consisting of the President of each local club and a committee of sponsors consisting of members of the Chamber of Commerce.

Periodically, usually each week, one or more clubs meet at the Chamber of Commerce or at the place of business of a member of that organization, who addresses them on a civic or vocational topic. After the address the members of the club are conducted through some business house or manufacturing concern.

The local clubs and the Federation give opportunity to study at first hand the civic and vocational life of the community and to train our junior citizens in co-operative participation in community affairs.

Another co-operative effort between the Chamber of Commerce and the public schools is the preparation of a hand-book on the history, civic life, and industrial development of Cincinnati for use in the schools.

SPECIAL SCHOOLS

These have been organized for the better care and education of the mentally and physically handicapped children.

SCHOOL FOR THE BLIND

Special instruction of blind children was begun in 1905. There are now two teachers in charge of eighteen children. This work is supported in part by the State, which makes an appropriation of $200 per pupil for this purpose.

The children are instructed in point reading, in the use of the typewriter, and in the manual arts, such as reed and cane work. Pupils who have been trained in this school have entered the State school at Columbus and, in some instances, have gone to the national institution at Washington.

The Board of Education provides a conveyance for the transportation of the pupils to the school. Various public-spirited oculists and other persons have been of great aid in the work of this school. The school is housed in the Sands Building.

THE ORAL SCHOOL

The Oral School is now located in the Peaslee School building on Woodward street. It was organized in September, 1886, by the Society for Improved Methods of Teaching the Deaf.

The school was organized for the benefit of parents who wished to keep their little deaf children at home and who were able to provide comfortably for them. At this time there were no day schools for the deaf west of the Alleghenies; children thus handicapped had to be sent at an early age to an institution. The instruction was to be purely oral. After two years' successful trial of the then "new" method of teaching deaf children by speech and speech-reading, this school was incorporated in the public school system and has continued to receive ever since the city's sympathy and support.

There are at present forty pupils enrolled, with six teachers, besides the principal, who take the children through the eight elementary grades. It is desirable that children enter the preparatory class at four years of age, as it requires two years for them to acquire a vocabulary large enough for first-grade work. The work in the first four grades is entirely different from that of hearing classes: intelligent speech, rapid spech-reading, and language being the goal. In the upper grades it approximates that of normal classes. The seventh and eighth grade pupils are expected to take the examinations given in those regular grades.

In addition to the work of this school with totally deaf children there is a department for corrective speech of hearing children. The teachers of this department go into normal grades and assist stammerers or any whose speech is noticeably defective. There are also two continuation classes, one composed of mothers and teachers who are learning Bell's visible speech system in order to help their children speak more intelligently out of school, and the other a class in speech-reading for semi-deaf adults.

OPEN-AIR SCHOOLS

The "Open-Air" School of the Dyer School was organized in 1911. It occupies a specially-built room on the roof. This room is so constructed as to admit of its being opened almost in the clear on three sides.

The school was instituted for the benefit of anæmic students, no tuberculosis children being admitted. Assignment to the school is made by the Chief School Inspector. Candidates for enrollment are subjected to a rigid medical inspection, including microscopic examination of the blood. Names of eligible students are placed upon a waiting list, as twenty-five is the capacity of the present equipment.

The range of grades is from the second to the fourth years, inclusive, as but one academic teacher is employed.

The daily routine of the school may be roughly sketched as follows:

Taking and registering pulse and temperature, 8 a. m.
Bath (shower), with vigorous rub, 8:30 a. m.
Morning lunch.
Academic work, interspersed with calisthenics, dancing, etc., to about 11:45 a. m.
Formal dinner, 12 to 1 p. m.
Relaxation period on cots, 1 to 2 p. m.
Academic work, etc., to 3 p. m.
Afternoon lunch.
Temperature and pulse.
Home.

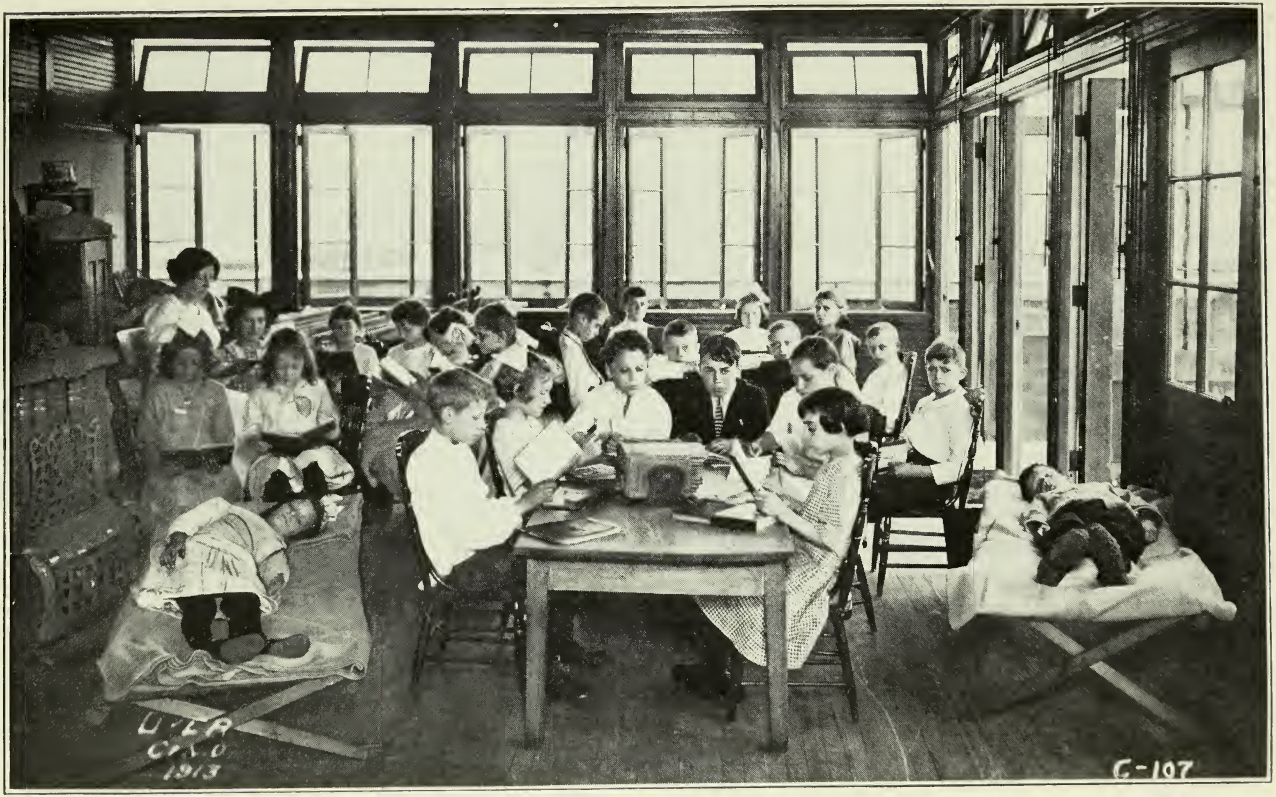
Pupils are "weighed in" on Monday morning and "weighed out" Friday afternoon.

A physician is in attendance each morning to assist the nurse, who is present each morning from 8 to 10 and each afternoon from 12 o'clock to "home."

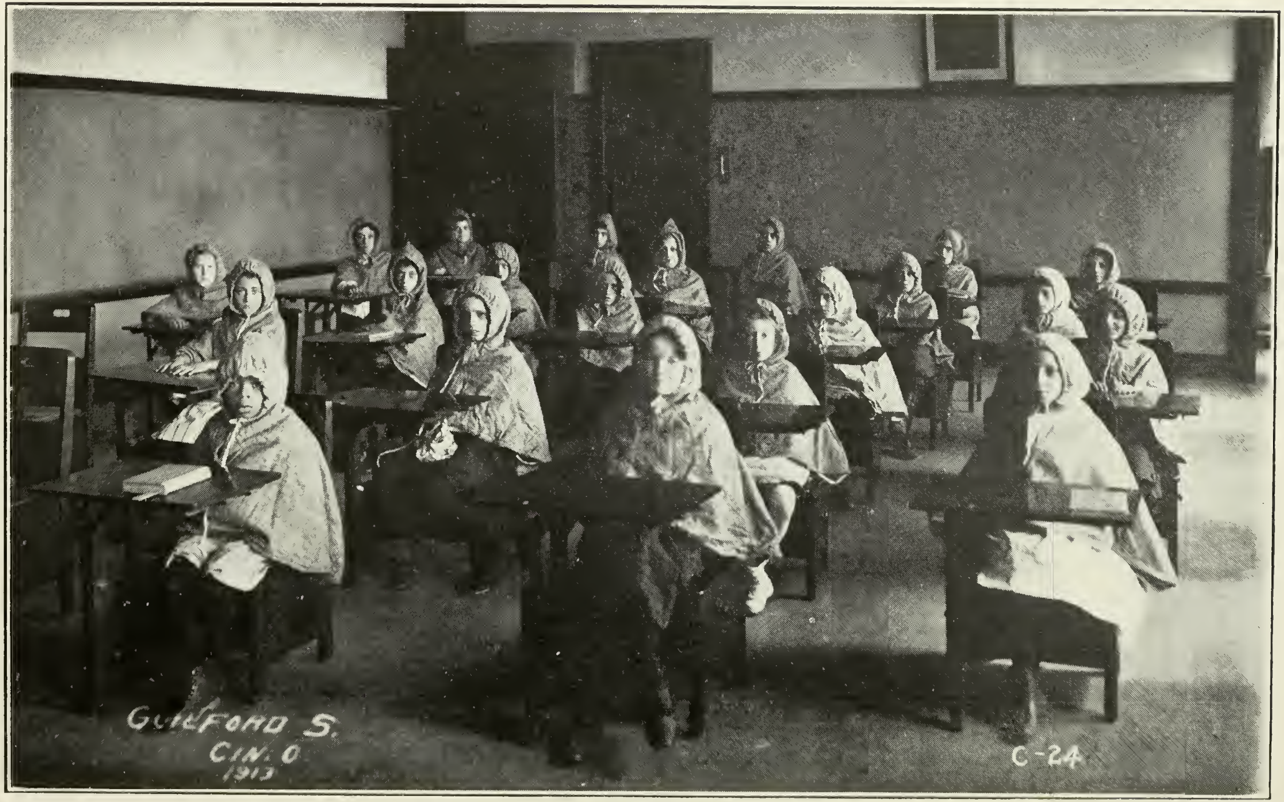
The equipment of clothing, furnished by the Board of Education, consists of a pair of roomy pantaloons, a sort of Esquimaux jacket with hood, a pair of heavy felt boots, gloves, and a "sitting-out" bag for each student. Girls and boys are similarly clad for the out-of-doors life. Each one also has an individual cot and blankets. The relaxing and sleeping are both done in the open. But two conditions drive the anæmics to cover—rain and heat. The schoolroom is outfitted with tables and chairs, formal, fixed schoolroom furniture not being used. In the matter of food, care is taken to have the menus for each formal noonday dinner properly balanced on the plane of food values. The morning and afternoon lunches are usually milk, crackers, or a simple cereal.

When the physical improvement warrants, judgment as to condition being again predicated on a rigid medical inspection, the pupil is remanded to his regular school and regular work. While the time assigned to the formal academic work is somewhat below that under regular scholastic conditions, the records show that the open-air life and the attention to external and internal hygiene so stimulate the students that there is no falling off in results.

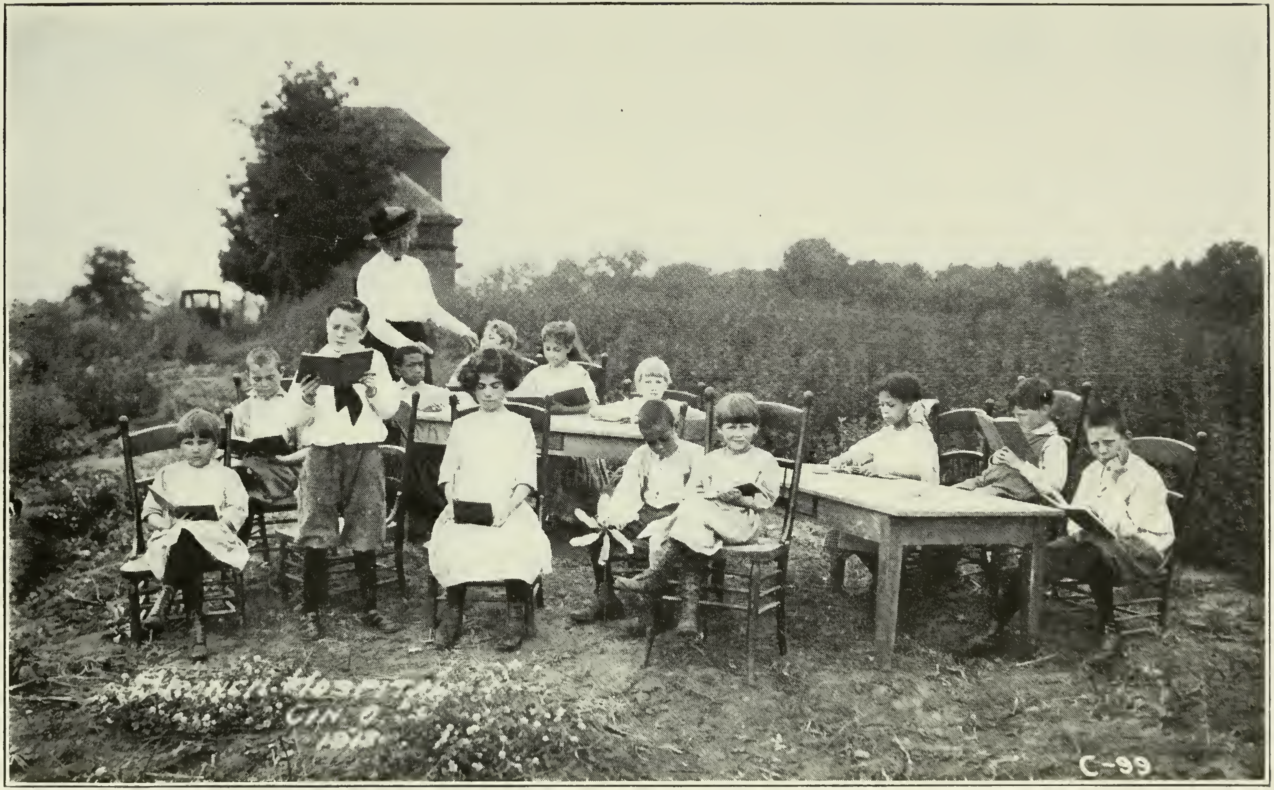
Connected with the cuisine department of the school is a special Domestic Science teacher, to whom is assigned the task of working out menus, ordering supplies and, with the assistance of eighth-year girls, preparing and serving the lunches and dinners for the anæmics.



Dyer School Open Air Class.



GUILFORD SCHOOL OPEN AIR ROOM.



Branch Hospital Open Air Class.

The central idea in the work with the children of this department is to keep them happy and contented, and to deflect the mind from any and all serious consideration of their physical defects. Santa Claus was visited in the down-town districts immediately preceding the holidays; excursions to Burnet Woods, Eden Park, and the Zoo have place in season. The great improvement shown by students along both physical and academic lines justifies both the organization and the maintenance of the Open-Air School.

Open-air rooms similar to those at the Dyer School are in operation at the Guilford School and at the Branch Hospital for Tuberculosis.

CLASSES FOR FOREIGNERS

This work was organized for the "just-come-overs" in 1911 in the Sixth District School. The enrollment since this time has varied from forty to sixty pupils per year. The present enrollment is but thirty-four pupils, due very probably to the small number of immigrants coming to our country during the past six months.

These young Austrians, Hungarians, Roumanians, Russians, and Italians are mingling daily and thereby contributing much to mutual development into a broad-minded American citizenship.

The purpose of the class is to fit these boys and girls for the work in the regular grades. Quite frequently they are transferred to the grades in which the normal "American-born" children are found. This means the acquiring of a vocabulary which will enable them to understand and grasp the work done by the American children of the same age. The time required to accomplish this is, on an average, about five months.

The day's program consists in the main of conversation on interesting topics, story-telling, dramatization, phonics, reading, oral and written reproductions, arithmetic, and hygiene.

This department might well be called a "school of expression," since a knowledge of oral and written language is its chief object. The methods used are concrete in the extreme. Only the English language is spoken.

The little folks are so bewildered and frightened upon their arrival that the first and most important work of the teacher is to make them feel that in her they have found a friend in this new and strange land. It is then indeed a pleasure to note the eagerness, interest, and avidity with which they take up and master the difficulties encountered in learning a new language.

OPPORTUNITY CLASSES

With the opening of the Dyer School in 1906 a "Retarded Department," since changed to the "Opportunity Department," was organized. Into this department were to be gathered from the schools immediately adjacent to the Dyer School pupils from the second to the fifth grades, inclusive, who were at least two years behind the ordinary school schedule. The object was two-fold: To give these pupils an opportunity to grow, and to remove the sting that is always evident when groups of students so low down in the scale of work are marked by great extremes of age and size. Care was taken not to include in this department any who were weak-minded or mentally deficient, this class of students having been already cared for in specially organized departments.

The membership of the "Opportunity Department" is made up of students whose mentality is charcterized by sluggishness; whose attendance at school has been irregular, caused either by illness or parental neglect; whose previous scholastic training has resulted in unsystematic development; whose tastes tend toward the manual instead of the formally academic. Pupils of foreign birth are admitted.

Provision was made for a large amount of time to be devoted to manual occupations. Each student has one and one-half hour per day in the shop or at the needle and one-half hour per day in gymnastic work. The rest of the day is allotted to the academic work. The regular course of study is honored more in the breach than the observance. A special course was prepared by the instructors into whose hands these pupils were put, assisted by the supervisor of the department and the principal. In so far as is possible the academic work is correlated with and supplemented by the manual activities. There are no fixed periods for promotion. The pupil is given to know that he has an open road ahead of him—no lock-step to deter him—and that his is the task to "makegood" as soon as he can. Few make less than two years in one and some exceed this.

One remarkable case was shown of a student who made five years in two. As soon as the instructors in charge report to the supervisor that "Student A" is ready for advanced work, the case of "Student A" is taken up, and he is immediately advanced if the report is justified. It must be understood that many of the students arrive at the year's closing so nearly abreast as to permit of promotions by groups, but the entire year is marked by movements from group to group.

Demotion to work better suited to the ability of the student is as promptly administered as promotion. The manual activities are marked by a breadth of choice not always possible under more traditionally normal conditions. The boys work at what pleases their tastes so long as the development of these tastes is possible and not too widely at variance with established pedagogic principles.

The wisdom of the maintenance of this department is shown in the low percentage of withdrawals on the part of those students who have reached the age when withdrawal is legal. Opportunity is offered under the guidance of special teachers for girls and boys to receive monetary compensation for some of the manual work done. A special teacher in the girls' department solicits orders for such articles as it is within the capacity of the girls to fill. The girls—that is, the upper-class girls—receive for their work in proportion as they contribute to the labor, all funds received over and above actual cost of the raw material. These orders include paper flowers, paper novelties, lamp shades, doll clothing, table novelties, and such things as are not within the pale of wholesale manufacture. The boys make toys, engines, motors, cane chairs, fashion copper and brass, repair furniture, and make many articles of great use in the care and proper conduct of the school building. By far the leading feature running through the entire department is the full measure of joy that the students get out of the work.

SCHOOL FOR MENTALLY DEFECTIVE CHILDREN

In response to the appeal of several citizens who felt the need for such work a single class for children of defective mentality was established January 4, 1909. We now have a central school with eight classes and two single classes in suburban districts. Provision has been made in the 1915 budget for five additional classes.

There are fifteen children in each class, this number being the maximum possible to allow the necessary individual attention. With but very few exceptions the pupils have profited by the instruction. The largest good accomplished is that children who have been the "drags," and often in consequence the most troublesome members of the normal classes, become here real workers, since the work is fitted to the child. This confidence gained through ability to do is a large asset. On the other hand, the normal classes are relieved of the two or three children who took an undue share of the teacher's time.

No teacher in a regular classroom has time to study all her pupils as individuals, while this is entirely possible in the special class, especially since the pupils remain with the same teachers for several years. John may read with a group of first-grade children, do his arithmetic with a second grade, and have manual training with an eighth grade. His superiority in the latter work compensates him for his lack in the other branches. There is less than one per cent who fail completely to learn to read. The best training as well as the most profitable results come from the various forms of hand work. In the gymnasium the games and folk dances are the most beneficial. These are introduced in the cantatas, which have been given each year. These entertainments, which employ the various activities of the school, are large factors in the development of the children, as they represent a real accomplishment.

The Psychological Clinic of the University of Cincinnati was organized in 1912 by the University professor of Psychology in order to meet the growing need of a scientific method of picking out the children in the normal classes who, by reason of mental peculiarity, or mental deficiency, are unable to profit by the regular class work.

There should be in every school system some means of selecting and classifying this group of abnormal children. These children are scattered through the grades in the classes for normal children, much to the detriment of the latter and with little benefit to themselves. They take up by far too much of the teacher's time and are, in any case, a hindrance to the regular school work. The importance of identifying the exceptional child, of determining the nature and cause of his trouble, and suggesting methods of treatment is apparent. This is the work of the Psychological Clinic.

The Psychological Clinic of the University is provided with all the special equipment necessary to facilitate the work of mental diagnosis of children. Children are brought to the clinic by principals, teachers, school nurses, parents, and physicians. They present a great variety of "child problems." In each case the child's school record, his home conditions, his developmental history, and the hereditary factors involved must be considered. Then the mental examination of the child is made, and his intellectual status determined. The Psychological Clinic combines the method of the psychological laboratory with the practical service of the clinic. While it does not undertake treatment, parents, teachers, and others interested in the welfare of the child are advised what course to pursue, and through the co-operation of the Supervisor of Special Classes and the Chief Medical School Inspector the recommendations of the clinic are made effective.

The Psychological Clinic thus serves as a medium for transferring the abnormal or misfit child from the regular schoolroom to the special classes where his special needs are met. Since its opening the Psychological Clinic of the University has examined and passed upon 351 school cases.

In connection with the clinic the Department of Psychology offers a course in the methods and technique of testing children. This course is open to students in the College for Teachers and to teachers in the public schools.

BOYS' SPECIAL SCHOOL

The school is made up of truants and delinquents committed by the Superintendent and the Juvenile Court. They come from all parts of the city, and transportation is furnished if they live more than one and a half miles from the school. Most of the boys attend during the day, returning to their homes at the close of the session at 3 o'clock. There is a detention department housed in the same building as the school, where a few of the worst truants are kept night and day until such time as they can be paroled and permitted to go home at night and attend during the day. The boys are committed by the court. The principal's wife is matron of this department.

Three hours a day are devoted to academic studies, one hour to shop work, and one to gymnasium and play. The classes can be seen at work in the shop from 9 to 12 in the morning and from 2 to 3 in the afternoon. The work in the gymnasium is from 1 to 2 p. m. Luncheon is served at noon. This is furnished at the cost of the raw material.

The shop work consists of woodwork, metal, repairing shoes, mending, etc. Articles made are chiefly those which can be used at home, at school, or which can be sold for the individual profit of the maker.

There are five teachers, including the principal. The school is divided into five classes. Each teacher has each class one hour every day.

There are about one hundred in attendance, 70 per cent of whom were committed for truancy. The average daily attendance is 95 per cent of the number belonging.

NIGHT SCHOOLS

The work of the night elementary and high schools is so closely related that the two are treated as one in this connection. The academic high school has a strong four years' course, the work of which is recognized for college and university entrance credits. The two night high schools are rated as First Grade High Schools by the State Education Department. Last June nearly five hundred young people graduated from these schools—from the academic and commercial courses, a noble company of those who, working by day, studied by night to obtain that education of which they had been deprived by day, though early withdrawn under economic necessity.

Public education in evening schools in Cincinnati was put upon a new footing when the evening elementary schools were reorganized in 1892. Similarly evening high school work was firmly re-established in 1904. At present evening instruction is offered in two night high schools, the East Night in the Woodward building, the West Night in Hughes; three elementary schools, the Peaslee, Dyer, and Washington; one elementary school for foreigners exclusively, the Sherman; the Continuation School for Apprentices; and two elementary schools for colored pupils, the Stowe and the Douglass.

In addition to regular academic work of elementary and high school grade the following lines of special instruction have been developed.

East and West Night High Schools—Commercial courses, industrial courses, gymnastic classes, chorus class, supper-cooking class. The *industrial courses* embrace instruction: For girls and women, sewing, dressmaking, millinery, embroidery, cooking; for boys and men, mechanical and architectural drawing, bench work, cabinet-making and wood-turning, shop mathematics, machine shop practice, forging (at East.) A special carpentry class in *house-framing* was organized in 1914 in the East Night High School under the instruction of a practical carpenter selected from the active workers in the trade; and plans have been made to carry this work on in the daytime also in co-operative or continuation school classes for carpenter apprentices.

Sherman School—Sixteen different nationalities of foreigners enrolled to learn English.

Peaslee School—English for foreigners; classes for stammerers and other forms of defective speech; a social center for boys.

Dyer School—Mechanical and architectural drawing, sewing, dressmaking, electrical work, gymnastics.

Washington School—English for foreigners, manual training, sewing, gymnastics.

Stowe School—Cooking, sewing, embroidery, carpentry, gymnastics.

Douglass School—Bookkeeping, stenography, hairdressing, manicuring.

Continuation School for Apprentices—A class for machine shop *foremen*. Instruction is given in shop drawing and mathemathics for the foreman's purposes, and in shop management; and superintendents of shops are called in to give the men the benefit of their experience.

Two of the most interesting of all the night school classes are the chorus class and the supper-cooking class. A night school *chorus class* of over 200 students meets on Friday evenings at Woodward under the direction of the supervisor of music. Besides being a center for recreational and inspirational musical interest and culture, this class prepares the night high school commencement music and is an effective recruiting station for the May Festival chorus and other Cincinnati choral societies. The *supper-cooking class* consists of about forty girls who on Wednesday and Thursday evenings go directly from their places of employment to Woodward, where they receive instruction in cooking and immediately make application of the lesson by cooking and serving their own suppers. At 7:30 o'clock they leave the domestic science department to attend their classes in academic and commercial subjects. There is a similar chorus class at Hughes; and a similar supper class at the Guilford School, the class using the gymnasium plunge and shower bath and recreation rooms for the remainder of the evening.

Commercial instruction in the evening high schools is organized into a *bookkeeping course* and a *stenography course,* each two years in length. But many evening students combine a commercial course with a full academic course, by continuing in attendance for four or five years and earning the high school diploma as well as the commercial certificate.

The *gymnastic classes* of the night high schools are conducted on Friday evenings, chiefly as recreational activities for evening high school students exclusively.

Since the night high school *academic curricula* were lengthened to four-year courses, with a program quite similar in scope to the program of the day high schools, the work of these departments has been much strengthened. The State Superintendent of Education has recognized the full-course diploma as a "first-grade high school" diploma, and upon these diplomas certificates can be issued that admit the holders to the State pharmacy, dental, medical, and law examinations. The University of Cincinnati also gives recognition to night high school work by accepting graduates upon certificate and granting entrance credit at three-fourths the count allowed to day high school diplomas.

Although the majority of night high school students are working in regular courses for diploma or certificate, there are in attendance many *special students* seeking instruction in one or two branches only. For example, in the Spanish classes there are specials who are employees of banks and commercial houses in which a knowledge of Spanish is required in the foreign correspondence department.

The East Night High School has experienced a remarkable growth in recent years. As late as 1906-7 this school was still conducted in the old Ninth Street building with a teaching force of only eight teachers. At present the school has to use nearly all the Woodward building; gives instruction to over four thousand students; and employs a principal, an assistant principal, a force of eighty teachers, and the part-time service of five supervisors.

With the establishment of the evening classes of the College of Liberal Arts in the University of Cincinnati in 1912, the system of public evening instruction in Cincinnati was made complete. Elementary, secondary, and university education at public expense is now available for all, even those who must be self-supporting in daytime employment.

EVENING SCHOOL FOR FOREIGNERS

This school was opened in October, 1909. THE CINCINNATIAN, October, 1914, has this to say of the foreign students:

> They flocked to the elementary night schools of the city in such numbers that, five years ago, it became necessary to establish an alien school in the Sherman School, on West Eighth street. It began with two classes and at the close of the school year had five classes. Last year it opened with nine teachers and closed with eleven. There were fifteen nations represented among the students.
>
> The students range in age from 16 to 60, and they are a proud set of people. . . . . No government is necessary in the school; the students are polite and orderly. Both sexes dress as if for church, and a good many of them come to the school without their suppers, waiting to eat until they get home. This applies to those whose hours of employment will not admit of going home and then returning to school. . . . . The students represent every stage of education in the Old World. Some of the speak six and seven languages and come to the school to be taught English. Classes are prepared for entrance into the night high schools of the city. In the more advanced classes of the school history, geography, arithmetic, and algebra are taught. The histories and geographies are used more as readers and for the purpose of instilling American ideas and American ideals. The students are not only taught to know the United States, but to get the standards of citizenship and of living firmly fixed in their minds. Foreign-born children, 12 and 13 years of age, are received, and take advantage of the night school to further their work in the day schools, and are accompanied by a big brother or a big sister who is possibly in the same class with them.

The school is open eighty nights; the sessions are from 7:30 to 9:30, Monday, Tuesday, Wednesday, and Thursday evenings, and closes about March 25. Sixteen nations are now represented.

CONTINUATION SCHOOLS

COMPULSORY ATTENDANCE

In May, 1910, the Ohio State Legislature passed a law known as the Ohio Law for Compulsory Continuation School. By this law the Board of Education was authorized to establish and maintain continuation schools, and to require all youths who had not satisfactorily completed the eighth year to continue their schooling until they were 16 years of age. In January, 1911, the Board of Education, upon recommendation of the Superintendent of Schools, adopted a resolution to establish continuation schools in September, 1911.

In February, 1911, a supervisor was appointed and employers and parents were notified that after September 1, 1911, all children subject to the law would be required to attend school four hours per week.

In order to bring the industry and the school within convenient range, the classes were conducted in twelve centers, the Guilford School operating from 8 a. m. to 5 p. m. daily; eight centers from 4 to 5 p. m. for four days and six centers from 1 to 5 p. m. Saturday.

The employers were given the privilege of choosing the school and the hours most convenient for the child; some chose one hour a day for four days; some, two hours for two days, and some, four consecutive hours in one day.

The pupils were classified into the following groups: A preparatory class, sixth, seventh, and eighth grades, and special commercial and industrial classes. One-half time was given to a commercial or industrial course and one-half time to elementary instruction in the essential branches.

The enrollment for the three years has been:

Year	*Boys*	*Girls*	*Total*
1911-1912	1,227	1,541	2,768
1912-1913	1,670	1,575	3,245
1913-1914	811	778	1,589

The decrease in attendance during the third year was the result of the enforcing of the New Compulsory Education Law passed by the Legislature in the spring of 1913. The present law requires all boys to remain in the regular day school until their fifteenth birthday and all girls until their sixteenth. No boy under 16 may receive a certificate to work until he has completed the sixth grade and no girl under 18 until she has completed the seventh grade. This leaves subject to the unchanged continuation school law only those boys at work between 15 and 16 and those girls at work or at home who received certificates to work prior to August, 1913, when the new law became operative.

The development of the work has been interesting and fruitful. Employers and parents are today giving their most hearty co-operation and support to this movement. The school has placed in the lives of these young people high ideals working through a greater respect for authority, a more willing obedience, an increased responsibility, and a desire for knowledge and efficiency, all tending toward the fullest service to the home, to industry, and to the community.

INDUSTRIAL CLASSES FOR GIRLS

The new school requiring girls to remain in school until 16 years of age undoubtedly worked a hardship among certain classes. In some cases the parents could not afford the necessary car fare to send the girls to high school, and in other cases the girls were needed at home to help keep house. Many such cases were found by the attendance officers, and after careful investigation in each case the girls were gathered together into groups in the Central Fairmount, Sands, Washington, and Vine Street Schools.

These children are given the training that will best fit them to live up to their greatest possibilities. In planning an outline of work the aim is three-fold: First, to care for the general education of the girl; second, to give training in home-making; third, to train for certain kinds of trade work in order to enable the girl to earn her living.

In order to carry out this three-fold aim, fifty of the girls have been gathered into the Washington School and divided into three classes, and three teachers conduct the different phases of the work—home, trade, and academic. About one-third time is given to academic work, which finds its motive as largely as possible in practical problems; the remaining time is devoted to trade and industrial training and to home-making subjects.

In the other three schools named the same general course is followed:

VOLUNTARY ATTENDANCE;
SALESMANSHIP

In organizing voluntary classes the first duty of the supervisor of the continuation schools was to establish a class in salesmanship for young women in department stores. Conferences with employers and salespeople produced the result that thirty employers gave their indorsement to the plan, believing the teaching of salesmanship to be a practical means of increasing the effiicency of their force.

The school was opened in May, 1911, with an enrollment of two hundred; each pupil attended one half-day a week without loss of pay. A graduate of the Boston School of Salesmanship was appointed teacher of the class. The course included the study of textiles, salesmanship, color and design as applied to the work, business, arithmetic, English, civics, hygiene and economics.

In September, 1911, the course was given to all department store girls enrolled in the compulsory continuation classes, the teacher of salesmanship serving part time in the continuation school and part time in the store of the Alms & Doepke Company, whose appreciation of the work was such as to lead them to make provision for classes within the store at the expense of the company.

SALESMANSHIP IN MERCANTILE ESTABLISHMENTS

In December, 1913, upon the recommendation of the Superintendent, authority was granted to assign a teacher, for certain periods each day, to follow-up work with the girls of the continuation school in the mercantile establishments, and to teach salesmanship at public expense in connection with such visits. Classes were at once organized in the stores of the Alms & Doepke Company, the H. & S. Pogue Company, and the John Shillito Company.

As this movement represents something of a departure in public education, whereby teachers employed by the Board of Education offer instruction to the employees in private establishments, it may be well to state the basis upon which it rests.

*The controlling motive is to be the educational and social improvement of the employees themselves, which shall result in improved service for the public. Upon these grounds, the plan can be justified as a measure of public education, even though one of the direct results is an improved service for the employers. More satisfactory and valuable service for the employer follows, as a matter of course, from increased intelligence and skill on the part of the employees and from improved service to the public.

In all this movement for co-operative education, by means of which the schools and the commercial and industrial establishments are brought into closer relations for educational purposes, we need to realize that there are three parties directly involved: The employers, who desire and need more skilled and intelligent workers; the employees, who desire and need to be better prepared for the work they are now doing, or in which they are to engage, and better prepared for positions of increased responsibility and pay; and the public, who desire and need a better service. The school authorities wish to serve both employer and employee, but they occupy middle ground; they cannot serve either to the injury of the other; they must have the confidence of both. If conflicts of interest appear, they must decide always in favor of the public, whom they directly represent and whose interests are superior to those of either employer or employee.

With this position clearly understood and accepted, I have no hesitation in sending teachers into commercial and industrial establishments to perform their work under conditions most favorable for teaching the theory that is to be wrought out into practice, under real commercial and industrial conditions.

In this way we may be able to establish most effectively a more vital connection between work and study, between theory and practice, instruction and its application; and thus we shall provide educational opportunity that makes for better and more intelligent workers who shall render more acceptable service to both the employer and the public. And this, I believe, is a legitimate function of public education.

SALESMANSHIP IN THE HIGH SCHOOL

In September, 1914, salesmanship was introduced into Woodward High School as an elective in all grades. Ninety students are enrolled. In the commercial department it is planned to have a three-year course, beginning in the second year and extending through the fourth. Students are to work part-time in the various department stores.

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* From letter of instructions issued to the Supervisor of Continuation Schools by the Superintendent, January, 1914.

MESSENGER SERVICE

In October, 1914, the Superintendent of Schools authorized the establishing of an elementary co-operative course for messengers, whereby boys would be permitted to attend school for half-time and engage in the messenger service for half-time, both the work and the study to be under the general direction of school officials co-operating with the officials of the messenger service. Only boys over 15 years of age are permitted to enter the service, the aim being to give to those boys, permitted by law to leave school, a chance to become wage-earners and at the same time to receive extended school training.

Conferences with the superintendents of the messenger companies followed, with the result that officials of the Western Union not only promised co-operation, but offered to provide, at the expense of the company, the equipment necessary for teaching telegraphy and the services of an expert teacher, in order that boys electing to take a course in telegraphy might have full opportunity to master its technicalities. The boys who have entered the service meet alternate weeks for class instruction at the Guilford Continuation School.

VOLUNTARY ATTENDANCE IN HOME ECONOMICS

A very important phase of the continuation school work, and one which emphasizes the agency of the public school in reaching the masses of the people, is the opportunity offered to women to extend their education.

Classes are formed in any school district where twenty or more women make application for a definite line of instruction. They meet once a week in a two-hour session. The enthusiasm and interest in this work is shown in the enrollment, which has reached two thousand.

Specific training is given in one branch and a general course in home economics, including lectures and discussions on topics relating to household problems. One very interesting feature of this work was the organization of a class in the Oral School, with the purpose of giving the mothers of deaf children information on the mechanism of speech and its development in a deaf child, in order to enable each mother to give her child intelligent help at home—the home and the school thus co-operating for intelligible speech in the children. Similar plans are being developed for the adult blind.

The aim in all work is to strengthen the bond between the home and the school, and to awaken a spirit of community interest and helpfulness.

Apprentice Continuation School Faculty, Pattern Makers.

VOLUNTARY CONTINUATION SCHOOLS FOR APPRENTICES

The Continuation School for Machine-Shop and Pattern-Maker Apprentices was organized about seven years ago after an agreement had been entered into by a number of employers and the Board of Education, whereby apprentices were to be sent to school one half-day per week, without loss of pay, the Board of Education agreeing to maintain the school, while the employers sent their boys and paid their wages. This school is in session throughout the year. The principal and his assistant spend Monday morning and Saturday morning visiting shops in which the boys are employed. The methods of teaching are unique, and most of the instruction is individual.

The original short-unit courses in the form of jig sheets were made up in this school. The purpose of these sheets is to provide for the boys the mechanical part of their problems and save for them those processes which require thought. By means of these lessons a great deal of ground may be covered in the short time allowed for school work. Boys may graduate from this school upon the completion of their apprenticeship and will in the future be given a formal diploma. Use is made of lantern slides, machine catalogues, and blue-prints of assembled machines in presenting the lessons. As occasions arise the boys are taken to visit shops other than those in which they work. An exhibit of the jig sheets may be seen at the school.

The pattern-maker apprentices spend one-half day per month in some commercial foundry. The time thus spent is considered equivalent to the same time in school.

VACATION SCHOOLS

Vacation schools, summer recreation centers for city-bound children, form one of Cincinnatis most important educational activities. They were established by the School Board as part of the school system in 1907, and since that time have responded to the needs of thousands of city-bound children, particularly of those whose homes are in closely congested tenement districts. In the hands of well-trained and competent teachers, these many children have been protected from the dangers of the streets and their resultant evils.

The vacation school is not academic; it does not continue the book work of the regular school year. Its curriculum includes such occupations as appeal to the child whose school books are put away for a time, but whose interest must be kept alive, who must be kept busy for his own sake. The manual arts, music, story-telling, dramatics, folk-dancing, games, gymnastics, free play, and many forms of art—these are the lines along which those in charge of the children lead them, keeping them happily busy and under discipline that is forceful without being in the least irksome.

Attendance at these schools is not compulsory, the children coming voluntarily and eagerly and enjoying to the full the happy, busy life. The teeming industry of these "summer shops" that are open during half the vacation time bears testimony to their usefulness in the promotion of all that makes for good manhood and womanhood, and, *best of all*, for good citizenship.

Realizing the importance of these "summer laboratories," in which the city's children are trained in habits of order, neatness, obedience, and truth, the School Board has made generous appropriations for their maintenance. Recognizing this effort on the part of the official body of the schools, the people of the community, particularly those in whose neighborhoods schools of this nature are established, are giving their best encouragement to the workers and, with the entire group of enthusiastic workers, are co-operating with the School Board in the promotion of this great work to its highest and best uses.

PLAYGROUNDS

The first school playgrounds were opened in the summer of 1908 as an experiment. This proved so successful that playgrounds were regularly maintained by the Board of Education until last year, when the large number of park playgrounds made the school playgrounds less necessary. However, even then a number of school playgrounds were maintained by private subscription.

Of the sixty-four schools in the city school district, twenty-four have a fair equipment of apparatus, while eight are very well equipped.

In the year 1913 ten "after-school playgrounds" and five "vacation playgrounds" were maintained by the Board of Education. The total attendance at the ten was 66,117, or an average of 1,700 per day, or 170 at each playground. The cost was $1,300.50.

At the vacation playgrounds the attendance averaged 1,983 per day. The cost for the summer was $5,562.

The Park Department maintained all playgrounds during the summer of 1914.

It is proposed to have the Board of Education as far as their appropriations permit, assume control of the park playgrounds and to conduct them in connection with those of the schools as one complete program of playground activity.

HOME AND SCHOOL GARDENS

The Cincinnati Home and School Garden movement began under the auspices of the Civics Department of the Woman's Club in 1908, and was later taken over by the Board of Education. The work has been cumulative, each year marking a distinct advance on preceding years.

The object of the garden work is three-fold: To disseminate a knowledge of plant life generally; to encourage the development of the child through contact with living things; and to provide a means of assisting families to secure wholesome food at low cost through the utilization of back yards and vacant lots.

During the year 1914 thirty-five teachers were employed in the home and school gardens and 8,750 children had given in their names as those who would conduct gardens of some kind. At the close of the season 4,850 certificates were distributed to the children who had completed a satisfactory piece of work.

The climax to the season's work was reached on September 26, 1914, when a garden exhibit was held in the Guilford School. On that day 1,800 entries, representing 1,200 children, were placed in competition for prizes; and more than 15,000 persons visited the exhibit.

THE VOCATION BUREAU

RESEARCH AND WORK CERTIFICATES

When the Child Labor Law of 1910 was passed in Ohio, its provisions gave the public schools a much larger measure of supervision over children who had left school to go to work than the school had ever possessed before. In order to take advantage of the opportunities for the investigation of various problems of young workers which the new law afforded a bureau was organized under private auspices. To this bureau was assigned the function of issuing working certificates in order to give it control of the material for research.

This bureau at once began a comprehensive investigation of the child labor situation. One part of its plan has been to make a study of about 800 working children who began work at 14. Each of these children received on going to work a mental and physical examination. These examinations have been repeated from year to year for over 650 of the original 800. The bureau is now conducting the fourth yearly tests of these working children. At the same time careful industrial records of these children have been kept and their homes visited. In order to interpret such a series of results it has been found necessary to carry out the same plan with a corresponding number of children who remain in school. The second year tests of school children are now being completed and the third year tests are beginning. It is the hope that these results, when complete, can be interpreted in several different ways. It will be possible to compare: (1) Children who go to work with children who remain in school; (2) success and failure in industry with home conditions; (3) success and failure in industry with degree of mental and physical development; and (4) degree of mental and physical development with home conditions.

Such a study will help to lay the foundations for an adequate program of vocational service. Meanwhile the bureau has incidentally, worked out a method of issuing working certificates, keeping industrial records, and enforcing the child labor laws, which is very successful. It has also given out each year statistics with regard to the number, age, school grade, and kind of school of the children entering industry, and the kinds of occupations into which they go, as well as the wages paid them in various occupations.

The other phase of the work has consisted of studying the occupations open to beginners in industry in the city. Although the office has a great deal of general information about all the important occupations open to children, the only one of which it has made a sufficiently detailed study to serve as the basis of a bulletin is the shoe industry. This bulletin is about ready for publication.

VOCATIONAL SERVICE IN THE SCHOOLS

The program of vocational service in the public schools of Cincinnati is in the third year of its development. The first effort in this direction was to give vocational information to children in the eighth grade, to study their personal characteristics, and to counsel with them so as to help them select their high school work on the basis of the life career motive. The large cosmopolitan high schools offering ten courses with possible variations in each have made this necessary.

The purposes of the work in the high school are to keep before the student the connection between vocational success and school work; to use the various school activities as a laboratory by which the student may discover himself; to adapt the school work to the vocational needs of the student and the community.

The activities in the high school include careful inquiry into the causes of failure of individual students, readjustment of work to meet individual needs, lectures on vocational topics and on topics relating to vocational education, the use of vocational topics in connection with the English exercises, personal conferences with students as to the final selection of a vocation, careful study through faculty group meeting of the personal characteristics of students.

During the present school year ninety elementary teachers are meeting voluntarily once a week for the study of vocational service and civics.

THE VOCATIONAL SURVEY

Another important piece of vocational service has been in progress during the past year through the co-operation of the Cincinnati Chamber of Commerce with the public schools. At the request of the Superintendent of Schools that organization undertook a vocational survey of the leading industries of the city for the purpose of obtaining information on which to base an extension of industrial education and in order to obtain information for purposes of vocational guidance. Although Cincinnati is a city of varied industries, four industries stand out prominently: The metal trades, the shoes industry, the sewing trades, and the printing industry. The survey of the printing trades was undertaken first, and the report of that work is ready for publication. The findings of the survey indicate the need of co-operative continuation-school work for compositors and pressmen; the probable need of a co-operative half-time course for those trades in the high school; and the importance of printing as a manual training subject. A survey of the sewing trades in co-operation with the National Society for the Promotion of Industrial Education is about to be undertaken. As a result of these investigations Cincinnati looks forward to a substantial extension in the near future of her system of vocational education.

VOCATION BUREAU

The latest development of vocational service in this city is the establishment of "The Vocation Bureau of Cincinnati," the organization of which is now under way. The bureau is to be composed of the Superintendent of Schools and eight other members, appointed by him, representing the schools, employers, employees, and general civic bodies not primarily concerned either with the schools or with industry.

The laboratory of research, the work certificate office already described, and the placement office which is just being established constitute one department of the Vocational Bureau. This department is still financed in part by the private bureau previously known as the Bureau of Vocational Guidance, and its director is appointed by that bureau and approved by the Board of Education. The placement office and the work certificate office are each in charge of an Executive Secretary. The Executive Secretary of the placement office will co-operate directly both with the schools and with the employers. Her endeavor will be to keep children in school whenever that is possible; to find part-time employment for children who could then stay in school, but not otherwise; to find full-time employment for those who must leave school, and to follow them up, as far as possible, in their subsequent employment.

The Department of School Activities, a second department of the Vocation Bureau, conducts all vocational work which centers within the schools or which is delegated to it by the Superintendent of Schools. In each school a vocational committee of three has been formed to consider the vocational problems of children who are about to leave school; to make a study of vocations and give vocational information to children, and to consider the adaptation of the school work to their vocational needs. Each local committee co-operates through its chairman directly with the Secretary of the placement office of the Department of Vocational Service.

SOCIAL CENTERS

On March 17, 1913, the Superintendent submitted an exhaustive report to the Committee on Social Centers of the Board of Education, in which he made the following statement of principle: "A larger use of the schoolhouse for social, recreational, educational, and civic purposes should be encouraged. The schoolhouse belongs to all the people, and should be open to all the people upon equal terms." The adoption of this report by the Board of Education marked the beginning of organized social center work in the Cincinnati public schools, which is now conducted under a supervisor who gives his entire time to this work.

Throughout the city mothers' clubs, improvement associations, and business men's clubs are now using the public schools for evening meetings. Individually organized athletic clubs and gymnasium classes are taking advantage of the school equipment. These clubs are encouraged on the basis that successful social center work depends upon the ability of the Board of Education to satisfy the reasonable demands of a community. Wherever a need for evening activity has been expressed, some attempt has been made to satisfy that need. This makes for a simultaneous and extensive development in a number of different communities rather than for the development of one or two particular neighborhoods at the expense of others not so well equipped.

One of the best examples of social center work may be found in the Sands School in the organization known as "The Sands Social Center." This club first met on January 8, 1914, and now has a membership of four hundred and fifty. Meetings are held twice a month for business and general entertainment; gymnasium and swimming classes meet twice each week. One feature of the work is the Relief Committee, appointed for the purpose of distributing relief among needy families in the community. The committee is supported by the voluntary contributions from the members of the center.

The boys and girls from the seventh and eighth grades of the Guilford School have organized the Guilford Junior Club, meeting each Wednesday night. The specific aim of the club is the study of dramatics and pageantry; its secondary aim is social. During Christmas week members of the club gave a very creditable public performance of Dickens's "The Christmas Carol." The costumes and scenery were made by the children.

The Chase Social Center has organized a club for young persons of later adolescent age. Dramatics are studied under a professional teacher, and many opportunities for social intercourse under competent supervision are afforded club members.

The Lincoln and Garfield Social Centers provide an excellent means of community development through lectures, general programs, and social entertainments.

The most recent piece of work undertaken by the Social Center Department is among a gang of unruly boys in a crowded down-town district. These boys were gathered in from the streets, and now meet four nights each week in the gymnasium of the Peaslee School. This work promises to be the best piece of constructive activity yet begun.

There are two clubs in the Washburn School, one for boys and the other for girls. The boys meet each two weeks; the first part of the meeting is devoted to literary work, and the second to games in the gymnasium.

The final word in social center work has not been spoken. Time will either prove or disprove the value of present methods, but that activity which stands for social, recreational, educational, and civic advantages must surely find a permanent place in the developing plans of the Cincinnati Board of Education.

Mothers' Clubs and Welfare Associations

The work of the Mothers' Clubs and of the Welfare Associations are highly educational and bear a direct relation to the school. They will, however, be discussed under the head of "Affiliated Institutions".

SECONDARY EDUCATION

Secondary or high school education is given in the different day high schools, night high schools,* and vacation or summer academic schools.

The large high schools of Cincinnati are of the cosmopolitan type. In both Hughes and Woodward, each of which has occupied new buildings for about five years, there may be found a great variety of work. Here within the same walls are students in the college perparatory, general, manual training, domestic science, commercial, industrial, music, and art courses. To these courses has been added recently, in Woodward, an agricultural course. Each of these buildings is a school plant costing a million dollars. In Hughes there have been enrolled this year over nineteen hundred students and in Woodward about eighteen hundred.

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* For a discussion of the night high schools, see section on night schools, Elementary Education; placed there, instead of here, for the purpose of bringing all the night schools together.

In addition to these large schools there are four other high schools, Walnut Hills, Madisonville, Pleasant Ridge, and Hartwell. Of these the largest is the Walnut Hills High School, which has added to the general course of study some work in domestic science and commercial subjects.

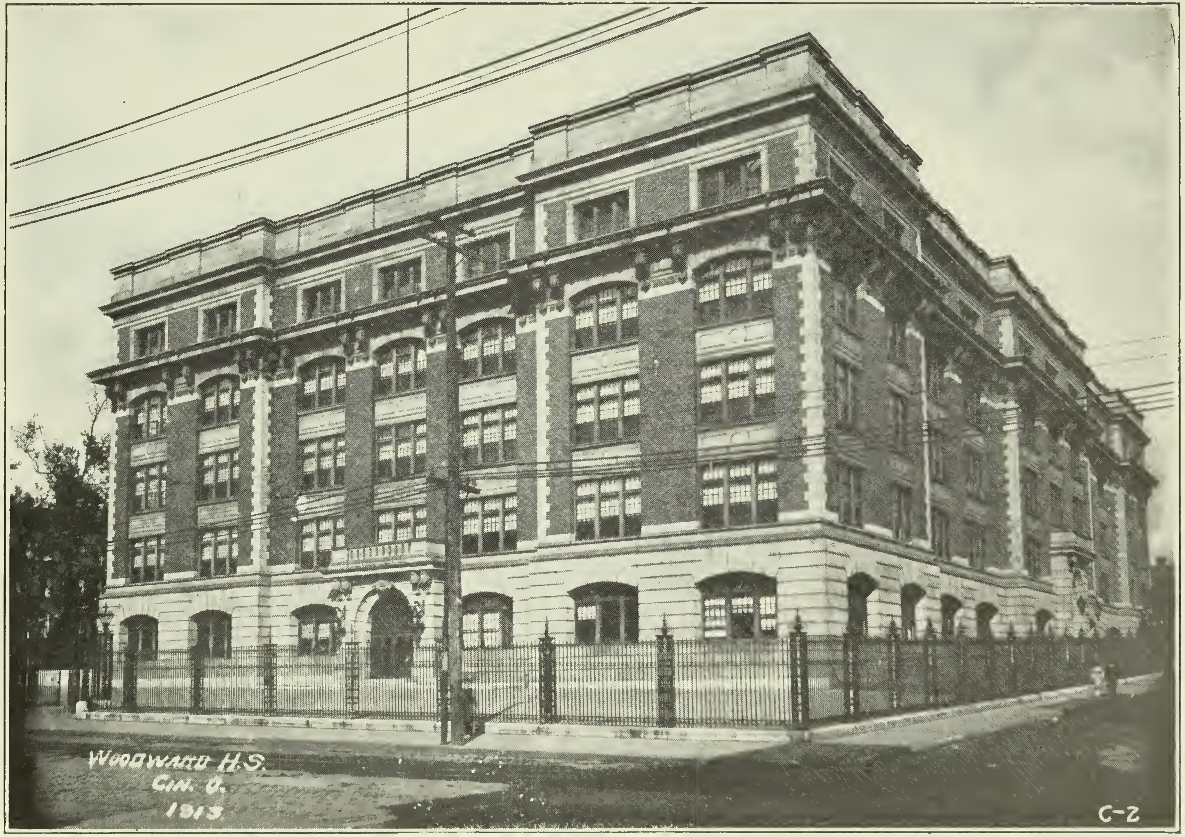
The Union Board of High Schools has recently made provision for the appointment of a woman teacher at both Hughes and Woodward, to serve as a dean of girls. Matters which are not of a general administrative nature, but which are of special concern to girls, will come under the supervision of these deans.

GENERAL AND CLASSICAL COURSES

For over fifty years the curriculum in the Cincinnati high schools remained practically the same. It offered to the student Latin, Greek, the modern languages of German and French, two or three years of science, mathematics for two, three, or four years, and a single year of history. From a meager study of the mother tongue English was extended until it ran through the entire course. In the half century there were slight changes and some additions. With more of history, music, and art, with Spanish, with better equipped laboratories, and with increased attention to physical culture, this is virtually the group of subjects offered to the student in the general course to-day. It still is popular, and enrolls a large number of students. The new subjects and the vocational courses have been welcomed because they have brought into the high schools large numbers of young people, and have given them the kind of education they desire; yet the old has not been abandoned, for still it appears to offer the best preparation for the boy or the girl who intends to enter a profession, and for that considerable number who have not found themselves and who wish those studies which remain fundamental in education.

THE DOMESTIC SCIENCE COURSE

The purpose of this course is to provide one form of general training and a foundation for higher training in home economics. The University of Cincinnati credits this course, giving four



WOODWARD HIGH SCHOOL

units for the four years' work. The first two years are devoted to Domestic Art and its related subjects; the last two years to Domestic Science subjects. The regular academic work in English, mathematics, and languages is given. Chemistry, physiology, and history are required.

The following program is now in operation:

First Year—Garment Making and Laundry Work, 8 periods per week; Applied Art, 2.

Second Year—Millinery and Dress Making, 8 periods per week; Applied Art, 2.

Third Year—Cookery, Sanitation and Management, 8 periods per week; Applied Art, 2.

Fourth Year—Cookery, Dietetics and Home Nursing, 8 periods per week; Applied Art, 2.

THE MANUAL TRAINING COURSE

Those boys who elect the Manual Training Course in the high school devote one and one-half hours per day for four years to shop work and mechanical drawing, one-fifth of this time being devoted to the latter. The purpose of the course is one of general training, but to those who later take up some particular line of manual work it proves vocational. The University of Cincinnati recognizes the four years' work in manual training as four units of the sixteen required for entrance. Selecting a field midway between the tool exercise course and a commercially productive course, the boys are given intensive work illustrating the principles underlying a number of locally important trades, only lack of space in the present buildings preventing the introduction of more types of work as elective lines.

In the arrangement of the program those studies are grouped which are naturally related, especially in the last two years. Wood-turning comes in the first year because of its fascination for boys at this age and because it offers a good means to introduce them to power-driven machines.

To facilitate the making of the program and to offer better opportunity for correlation, two subjects are carried through the whole year rather than one subject for the first half of the year with a change to another subject in the last half.

Following is the program now in operation:

First Year—Cabinet Making, 4 periods per week; Wood Turning, 4; Mechanical Drawing, 2.

Second Year—Cabinet Making, 4 periods per week; Forging, 4; Mechanical Drawing, 2.

Third Year— Pattern Making, 4 periods per week; Foundry, 4; Mechanical Drawing, 2.

Fourth Year—Machine Shop Practice, 8 periods per week; Mechanical Drawing, 2.

THE TECHNICAL ART COURSE

One of the unique courses of the high schools is the Technical Art Course planned to meet the educational needs of prospective artists. Only pupils of recognized ability are permitted to enter the course. These pupils spend their morning hours at their respective high schools, where they pursue such subjects of the general course as are deemed of especial value to their future vocation. Four periods per week for four years are devoted to English; the same number of periods for three years are assigned to French or German; three years to History, including History of Art; one year to Algebra; one year to Geometry; one year to Botany or Zoology. Music, Elocution, and Physiology are alos included in this course.

The afternoon hours are spent at the Art Academy, an institution of international reputation, where these pupils enjoy the same privileges as the regular students.

This course is intended as a preparation for all vocations based upon art knowledge.

(See also section on *Art,* Elementary Education.)

THE MUSIC COURSE

(*a*) VOCATIONAL

The technical course is offered in addition to the regular course, in order that the work in the high schools may supplement and strengthen the work as conducted in the colleges of music and by private teachers. It is offered mainly for such pupils as desire to make a serious study of music, with a view to performance or composition. Those who enter the kindergarten service are especially helped by this course. The course requires that the pupil shall be a student of either vocal or instrumental art at the colleges or with private teachers, and shall be willing to devote one and one-half hours per day outside of the time spent in school in choral practice.

The course includes a study of the Major and Minor scales, together with the melodies made therefrom; also a course in ear training followed by the study of Harmony, Counterpoint, and music appreciation. This is a vocational course leading to graduation, but not admitting the pupil to the University.

(*b*) PIANO DEPARTMENT

A notice was given to the pupils of Woodward High School in December, 1914, that on the opening of the second term a piano teacher would be sent to the school to instruct such pupils as might elect the course. As soon as this information was given out, one hundred and ten pupils expressed their desire to be enrolled for that work. There are six hundred instrumental teachers instructing or attempting to instruct the children now in the schools. It is proposed to standardize this work, and the public school is the place where it can be done and will be done. After the schools have directed these pupils for four years, the colleges or other authorized teachers with their art and skill are in a position to carry the work forward to a higher plane.

(*c*) ORCHESTRA AND CHORAL MUSIC

Membership in a school orchestra or glee club, meeting at least one period per week throughout the year, is allowed one unit of credit for four years of work and one-half unit for two years.

BOYS' TECHNICAL CO-OPERATIVE COURSE

It is presumed that boys who enroll in the technical co-operative course expect to learn some trade. Because of this the whole course is arranged to meet their needs without reference to college entrance requirements. Graduates from this course are, however, admitted to the co-operative engineering course of the University of Cincinnati. The academic work of this course differs from both the general and manual training courses, no language other than English being studied for the first two years. The shop work differs little from that of the Manual Training course except that it is taken in two years instead of four, three hours per day being devoted to this branch alone. After two years these boys are introduced to a number of skilled trades, and are better able intelligently to select their life-work than the boys who have not had this training. They are now taken in charge by the co-ordinator, who finds places for them in commercial shops according to the line of work they choose to follow. In September they are arranged in pairs and spend alternate weeks in commercial shops and school. In the latter the work is largely technical and related to their shop work, the drawing and shop mathematics being taught by the co-ordinator, whose business it is also to visit these boys in the commercial shops to secure practical problems, and also to see that they are changed from job to job often enough to make their shop work continuously educational.

GIRLS' TECHNICAL CO-OPERATIVE COURSE

This course was planned for the girl who expects to earn her living on leaving high school, and who wants definite help in finding her field of work. Definite trade training is planned and given, though no girl is forced into any trade or even compelled to serve part time in industrial establishments. Some girls elect this course because of the work along lines they prefer. The whole course has been planned to fit the needs of the girl wanting technical training.

Cooking and sewing are given for four years. From this beginning the sewing takes on the trade phase. The girl does not sew for herself, but on orders for others. The fact that a garment is made for the trade, up to trade standards, creates the right attitude toward the work.

At the beginning of the third year the girl elects to take trade work in either dress making or millinery, and the co-operative program is put into operation. The girls spend one week in trade shop or establishment and one week in school. Two girls form a team and occupy one position in alternate weeks.

The co-operative work is carried on for two years. When the trades are having dull seasons, the girls continue to do trade work *to order* in the school under the head teacher. This arrangement keeps the co-operative program in balance. During the third and fourth years the cooking is done for commercial purposes only. All food that is cooked is paid for. Orders are taken for a great variety of foods. Luncheons at various schools have been served by students. While cooking has not been planned as co-operative work, there is a growing need that this be done. At present two pairs of girls are taking charge of school penny lunch rooms.

THE COMMERCIAL COURSE

The Commercial Course is a full four-year course, the time and subjects being about equally divided between the academic or cultural studies and the technical or vocational studies.

The purpose of the course is to give a thorough training in the technical subjects and a broad, general training in the academic studies.

English is required in all of the four years, the time being about equally divided between the literature studies and the practical or business English subjects. Oral composition and letter-writing are introduced early in the course and continued throughout.

German or Spanish is the modern language required, one of which must be taken four years. Commercial Latin may be taken the first and second years, and followed by Spanish the third and fourth years. The modern or speaking method of instruction is followed.

Three years of social science are required—Modern European History in the second year, American History in the third, and Civic and Economics in the fourth year.

Algebra in the first year and Advanced Commercial Arithmetic in the second are the required mathematics.

The technical or vocational studies include: Book-keeping three years, first, third, and fourth; Stenography three years, second, third, and fourth; Commercial Geography one year, second; Commercial Law one year, third; Penmanship and Applied Art one year, first.

Salesmanship, Commercial Art, and Geometry are offered as optional studies. Either of the first two may be taken instead of Stenography during the last three years of the course. Geometry may be taken in the last year by those who have decided to go to college.

Co-operation with business houses during the senior year is carried out. The pupils work in pairs, alternating two weeks, part time, in an office, and two weeks, full time, in school. They receive compensation and credit for the office time.

An Efficiency or Placement Bureau for the commercial pupils is maintained as a feature of the Department.

THE AGRICULTURAL COURSE

In the high schools there are a number of non-resident pupils coming from farms. Heretofore they have been taking courses of study which did not interest them, and which really did not profit them a great deal, because they were courses which prepared for college, although these pupils did not intend to go to college. Furthermore, the effect of these courses on the character and life aims of farm pupils was not good, for they and their parents came to have no interests in common; and as a result they were encouraged to leave the farm.

There was a second reason also for establishing an agricultural course in the city. Quite a large group of children wished to take that course for the reason that they or their parents wished to go to the farm.

For both of these reasons it was decided in September, 1914, to establish an agricultural course in Woodward High School. The course differs somewhat from the ordinary agricultural course in that all boys taking this course are required to take the manual training work, because it is believed that no boy will make a successful farmer without considerable training in mechanical work. The usual courses in agricultural chemistry, agronomy, and related subjects are given in a comprehensive four-year curriculum. Through the co-operation of the Agricultural Committee of the Chamber of Commerce, the Experiment Farm, and the Hamilton County farms, the third and fourth years will be conducted on the co-operative plan; that is, the boys will work on the farm two entire summers and also in alternate weeks of the school year from the first of March to the first of December. The boys will get the practical training which is the absolute *sine qua non* of agricultural success. The Experiment Farm has already employed boys for the past summer, and the experience was very satisfactory.

In addition to the four-year course in agricultural there is a one-year course in general agriculture, which can be elected by students in any course.

In order to keep in touch with the farming interests of the county, it has been arranged to give office room in the school to the County Agent. Fortunately the County Agent was formerly the instructor in agriculture; and he will in every way co-operate for the best interest of the farmers and the boys in this course.

GENERAL SCIENCE IN THE FIRST YEAR

A two-year course in general elementary science is in process of development. The first part includes the study of common phenomena met with in general physical environment. This is followed by an introduction to the study of plant and animal life, leading finally to the consideration of the highest type of animal, man, and the problems of human welfare. Unity in development and in presentation of natural phenomena is secured by means of the logical connection existing between the topics which comprise the course.

"SIX-AND-SIX" ORGANIZATION

In September, 1913, a "six-and-six" organization of the elementary and high school was inaugurated in Madisonville. The purposes of this deviation from the eight-four plan that prevails elsewhere in Cincinnati were: "(*a*) Economy of time for the mentally alert child; (*b*) Better adaptation of subject-matter to the child's stage of development—for example, in memory and enthusiasm; (*c*) Better language foundation by reason of increased time given to language and comparative view of grammar; (*d*) Moral obligation of the mentally alert to work up to limit; (*e*) Concentration."

A six-year high school course was offered as an elective at the beginning of the seventh grade to pupils who had attained an average above 80% in very subject of the sixth grade. By the segregation of these more able pupils and by their concentration upon their work under the stimulus they experience, these classes accomplish in the seventh and eighth grades considerably more than other seventh and eighth grade classes. Additional ground is covered in the regular upper-grade subjects, and distinctively secondary subjects are undertaken.

During 1914-15 the seventh and eighth grade weekly schedule of the six-year high school classes is:

Seventh Grade—English, 5 periods (40 min.); geography, 4 periods (40 min.); history, 4 periods (40 min.); arithmetic, 4 periods (40 min.);

Latin, 5 periods (40 min.); spelling, 3 periods (25 min.); music, 1 period (40 min.); art, 1 period (60 min.); gymnasium, 2 periods (45 min.); manual training or domestic science, 1 period (90 min.).

Eighth Grade—English, 4 periods (45 min.); mathematics, 4 periods (45 min.); Latin, 4 periods (45 min.); geography, 2 periods (45 min.); general science, 5 periods (45 min.); history, 4 periods (40 min.); music, 1 period (45 min.); art, 1 period (60 min.); gymnasium, 2 periods (45 min.); manual training or domestic science, 1 period (90 min.).

Seventh Grade—English as outlined in the regular course of study, but with the entire elimination of grammar; especial emphasis on the dramatic elements. Latin developed to include English grammar; textbook up to the infinitive; conversational method largely employed. Geography as outlined in the course of study; social and industrial aspects being stressed. History, American history of the Colonial and Revolutionary periods; considerable collateral work with reports. Arithmetic as outlined in the course of study.

Eighth Grade—English as outlined in the course of study completed by February; second semester devoted to a modification of first-year English of regular high schools; composition based largely on reading. Latin from the infinitive through sentence structure. Geography of the United States from the commercial standpoint. General Science, the first half of a two-year course along the line recommended by the Science Committee at the Richmond meeting of the N. E. A. Superintendents in 1914; unity of development is secured by the logical connection of the topics selected; the general aim is to stimulate "uncommon thinking about common things." History, American from the Revolutionary period to the present; a large amount of supplementary work required. Mathematics, general review of arithmetic with especial attention to mental analysis; algebra through factoring in the high school text.

THE PROMOTION OF PUPILS

Promotion is annual. The following new rule adopted by the Union Board of High Schools goes into effect this year:

Promotion of pupils in the high schools shall be by subject. A pupil shall be advanced from one class to the next higher when in a given year he shall have a standing of 70 or above in all but one of the subjects of that class, and the grade of that subject which is below 70 shall not be lower than 60. By a subject is meant any study for which a grade is recorded, whether the number of recitations per week be one or more, and whether a study extends over a half-year or a year.

The branches of English, such as literature, composition, and elocution, shall be embodied in one mark, but no one of these branches shall be below 60.

The rule requiring that but one subject may be lower than 70 to entitle the pupil to promotion shall be applicable to a student without regard to the number of studies taken.

For membership in a school orchestra, glee club, or debating club, meeting at least one period per week throughout the year, and for optional drawing given under the direction of a regular teacher in this subject for one double period per week throughout the school year, there shall be allowed one unit of credit for four years of work and one-half unit for two years.

By a unit is meant an amount of work equivalent to that required by a subject which has not fewer than four periods of prepared work for one school year.

STUDENT ORGANIZATIONS

The student organizations are numerous and varied. Pupils are invited to join the societies that are working along the lines of their special interests. Camera clubs, glee clubs, orchestras, debating societies, art leagues, athletic associations, commercial clubs, classical societies, civic organizations, all flourish under the guidance of teachers, who give encouragement and direction as needed. Four of the schools support student publications. These serve as a stimulus to the literary ability of pupils.

In all student organizations the aim is to provide an opportunity for the expression of youthful energies in interesting and profitable directions and to socialize the activities of pupils by means of co-operative endeavors.

LUNCH ROOMS

Lunch rooms are in operation in three of the high schools—Hughes, Woodward, and Walnut Hills. In each case the management is entirely in the hands of the individual school. The Board of Education furnishes the room and the fuel, but otherwise the lunch rooms are entirely self-sustaining. There is no attempt to make money, the sole purpose being to furnish the pupils with excellent food, in good variety, and at low prices. In at least two of the schools there is co-operation with the Domestic Science Department, an inspection of which will prove of interest. Visitors are welcome to investigate the operation of the lunch rooms of the high schools. Guides will be on hand to show and to explain the methods used.

NEW HIGH SCHOOL

Twenty-six acres of land have recently been purchased on Madison road opposite Erie avenue as a site for a new high school which, when completed, will cost approximately $1,000,000. This school, like Hughes and Woodward, will be of the cosmopolitan type. It will, however, make more complete provision for recreation and physical education, and for the industrial, commercial, and household arts courses. Full provision will also be made for the agricultural course.

In submitting the problem to the architects who were invited in July to submit plans for the new school, the Board of Education used these words:

> It is intended that the high school proposed in this competition shall be of the best possible construction, and shall provide complete facilities for a modern high school, including—in addition to the academic branches—full provision for physical education and for general and vocational instruction in the commercial, industrial, agricultural, and household occupations; and that it shall afford accommodations for 1,600 pupils.
>
> It is suggested that these requirements will best be met by:
>
> (1) A main building to contain the general administrative features;

auditorium; academic class and study rooms; and the commercial and household arts departments.

(2) A second unit to contain the industrial features, with heating and power plant adjoining. The general lay-out and construction of this unit should conform to the best standards of industrial shop construction.

(3) A third unit to provide the necessary accommodations for the agricultural department.

(4) A fourth unit to provide complete facilities for physical education, including a grandstand and athletic field, in addition to indoor and outdoor gymnasiums, swimming pools, shower baths, etc.

The plans submitted should make full provision for all contemplated indoor and outdoor activities, each separate unit appearing as an integral part of a unified plan well adapted to a convenient and economic administration.

SUMMER ACADEMIC SCHOOL

The Summer Academic School was instituted in 1908. Its purpose is: (*a*) To enable pupils who have failed in one or two subjects to catch up; (*b*) to enable unusually bright pupils to skip a grade. Admission is upon recommendation of principal and teacher, with assent of parent. Enrollment is by card, filled out by principal of home school and sent in advance of pupil. This enrollment card, with the Summer School record on reverse side, is sent to the home school in September. In 1913 there were enrolled: High school, 295; elementary, 1,013; total, 1,308. Tuition is free to residents. The school is in Woodward High School. The grades represented are: Elementary, IV-VIII; high school, IX-XII. There are about forty teachers. Selection is made to secure the best. Promotion in this school is accepted as official. The cost is: Elementary, $3.75; high school, $7.40, per pupil belonging. The session is from 8:30 to 12:30 o'clock for forty days, including Saturdays. The result of the summer academic work is that promoted pupils very generally keep up with their classes.

HIGHER EDUCATION

I have indicated in the pyramid my thought with reference to higher education, that at the foundation of that department is the College of Liberal Arts; growing out of it, and resting upon it the separate colleges and schools, the whole constituting the University with its day and night classes. While the Board of Education and its officers have no direct connection with the University of Cincinnati, except through the joint control of the College for Teachers, yet this institution is such a large factor in the public education of the city, that a discussion of its history and present status is justified in this connection, on the ground that any presentation of the public education system of the city, which omitted the University, would be altogether incomplete and misleading.

Moreover, the elementary and high schools of the city are so closely related to the University that together they form one complete system, though administered by separate boards and executives. The following section, written by Dr. Henry S. West, Professor of Secondary Education, gives a clear and comprehensive view of the University, its history, development and present organization.

FOUNDATION AND DEVELOPMENT

On his death in 1858, Charles McMicken gave to the City of Cincinnati by will almost the whole of his estate, valued at about $1,000,000 for the purpose of establishing and maintaining "two colleges." He had "long cherished the desire to found an institution where white* boys and girls might be taught not only a knowledge of their duties to their Creator and their fellow men, but also receive the benefit of a sound, thorough and practical English education, and such as might fit them for the active duties of life, as well as instruction in the higher branches of knowledge, except denominational theology, to the extent that the same are now or may hereafter be taught in any of the secular colleges or universities of the highest grade in the country."

Nearly half the property thus devised was lost by a court decision in 1860; so that for ten years the revenue derived from the estate was applied to its improvement. Finally, as the outcome of efforts to unite various educational trusts in Cincinnati, there was passed in 1870 by the General Assembly of Ohio an act under which the *University of Cincinnati* was established. Bonds were issued by the city to provide funds for a suitable building, which was, however, not ready for use until the fall of 1875; but students were received and instruction was begun in Woodward High School in 1873. In 1874, the Academic Department, now called the *McMicken College of Liberal Arts*, was formally organized by the appointment of three professors and two instructors.

Such was the origin of the University of Cincinnati—beginning as a private benefaction to the whole city, it was accepted and wisely developed by the city. In the development, however, under city auspices the founder's proposal to limit admission to "white boys and girls" was entirely abandoned.

Expansion of this new city college began almost immediately, has continued to the present, and will proceed further and further along every line in which the University can serve the needs of the people. In 1872, the Cincinnati Astronomical Society (founded in 1842) transferred its property to the city to become part of the

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* This limitation was abandoned under city management.

University, and thus was established the department of *Astronomical Observatory*. From its organization in 1887 the Clinical and Pathological School of the Cincinnati Hospital has been affiliated with the University, first as the Medical Department, and since 1896 as the Department of Clinical Medicine. In 1896, the Medical College of Ohio (founded in 1819) became a part of the University; and, by reorganization and consolidation with the Miami Medical College in 1908, the Ohio-Miami Medical College was established as the *College of Medicine* of the University of Cincinnati. Out of a professorship of civil engineering in the College of Liberal Arts there has developed the *College of Engineering,* which received its name in 1900, and was organized into a distinct department in 1904. The *College of Teachers* was organized in 1905 in co-operation with the City Board of Education. In 1906 the *Graduate School* was separated from the College of Liberal Arts, and given a distinct organization. The *College of Commerce* and the *Evening Academic Classes* of the College of Liberal Arts were organized in 1912. A *Bureau of City Tests* was established in 1912 in the College of Engineering to co-operate with the Engineer's office of the City Department of Public Service. In 1913 the *Municipal Reference Bureau* in the City Hall was opened as a department of the University under the direction of the Professor of Political Science. The *School of Household Arts* was organized in 1914. For a number of years professors and instructors of the College of Liberal Arts have been conducting *External Courses* at various stations in and outside of the city. And, in order to facilitate the study of *Law, Theology,* and *Art,* special co-operative arrangements are in force between the University and the Cincinnati College of Law, Lane Theological Seminary, Hebrew Union College, and the Art Academy of Cincinnati.

Today the University of Cincinnati stands as the only fully organized Municipal University in the country. Supported in large part by public taxation, it is a university of the people, by the people, for the people. On the hill of Clifton Heights may be seen the Thirtieth District School, Hughes High School, and the main group of University buildings, concretely presenting the striking fact that in Cincinnati free instruction from the kindergarten through the graduate school of the University is offered to all the children and youth of the community. Clifton Heights is thus the educational Acropolis of Cincinnati. It is an inspiring presentation of democracy in education.

Of the ten principal divisions of the University, the McMicken College of Liberal Arts, the College of Engineering, the College for Teachers, the College of Medicine, the College of Commerce, the School of Household Arts, the Evening Academic Classes, the External Courses, the Astronomical Observatory, and the

Graduate School, that college which is likely to be of most interest to visiting educators is the College for Teachers.

Throughout the University the keynote of all endeavor is co-operation, the "co-operative plan," the "Cincinnati idea." Perhaps this distinctive message of the University of Cincinnati has gone abroad in recent years chiefly from the College of Engineering, for the Cincinnati plan of "co-operative instruction" in engineering has become quite notable. Yet co-operative plans, based on the same principle as that applied in the engineering courses, have been in operation for a greater or less length of time in various other departments of the University; and both the idea and the practice of instruction by co-ordinating theory, given in University classes, with actual practice in life situations, were existent in the University before the "co-operative courses" in the College of Engineering were established.* For years, in fact, the whole atmosphere of the University of Cincinnati might be described as "co-operative."

COLLEGE FOR TEACHERS

The College for Teachers, both in its establishment and in its operation, is only another example of this Cincinnati co-operation. Organized in 1905 as a co-operative enterprise, conducted jointly by the University and the Cincinnati Board of Education, this unique city normal training college is developing teachers of very high attainments; and, since the establishment of this school, Cincinnati has been able to set up a standard for elementary teachers that is unequaled elsewhere.

The seat of authority for the management of the College for Teachers is a Committee in Charge, consisting of the President of the University and one member of the University Board of Directors, and the City Superintendent of Public Schools and one member of the City Board of Education. Students in the College for Teachers receive their advanced academic education in the College of Liberal Arts and the Graduate School, their professional instruction in the College for Teachers, and their practical training in selected city public school rooms, under the supervision of the professors, assistant professors and instructors in education, of the faculty of the College for Teachers.** Thus these students have the benefit of working in a flourishing university; they observe and practice in the educational laboratory of a great public school system; and upon graduation they may be placed upon a *preferred* list for appointment into the Cincinnati public schools.

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* For example, even the old "Medical Department" of the University (see above) was at the same time a School of the Cincinnati Hospital.

** In 1914-15 the schools in which observation and practice are conducted are: for candidates in training for the elementary schools, the Thirteenth District, Raschig, Sherman, and Douglass schools; and for candidates in training for secondary schools, Hughes High School.

Graduates are also recommended for appointment into schools outside the Cincinnati system; and, in order to obviate undesirable in-breeding, candidates from sources other than the College for Teachers are eligible for listing for Cincinnati appointment upon equal terms with graduates of the city college.

The College for Teachers also aids systematically in the important work of improving teachers already in service, by offering annually in late afternoon and Saturday hours collegiate courses and seminars in education; for example, in 1914-15 twelve such courses are offered. Many other courses especially for teachers are offered by members of the departments in the College of Liberal Arts; by the instructors in the Cincinnati Kindergarten Training School, which is organically affiliated with the University; by instructors in the Art Academy of Cincinnati; and by the special supervisors of the Cincinnati public schools.

The professors of education in the College for Teachers render further co-operative service to the city by acting as special assistants to the Superintendent of Public Schools in passing upon candidates for appointment and promotion, thus having a large share in the making of the merit lists. These duties were re-formulated recently in the revised rules of the Board of Education. [See above, the section on Appointment and Promotion of Teachers.] Furthermore, all city teachers after appointment are subject to the supervision of the College for Teachers for at least one year.

In 1913, in order to facilitate administration, to extend the scope of the work of the College for Teachers, and at the same time to give to the college a greater degree of autonomy, a plan of reorganization was worked out and adopted by the faculties of the College for Teachers and the College of Liberal Arts, acting in co-operation. Interesting items of this plan are the following:

I. *Four-Year Curricula Leading to the Degree of Bachelor of Science in the College for Teachers.*

1. That the University offer four-year curricula for prospective teachers in elementary schools, leading to the degree of Bachelor of Science, to be conferred upon recommendation of the faculty of the College for Teachers.
2. That students matriculated in such curricula be registered in and subject to the jurisdiction of the College of Liberal Arts during the first two years; and that such students be registered in and subject to the jurisdiction of the College for Teachers during the last two years.
3. That the standard of admission of such four-year curricula be the same as that of admission to the College of Liberal Arts.
4. That courses taken in the first two-year period, as prerequisite to professional programs in the College for Teachers, shall be prescribed by the faculty of the College for Teachers after conference with the faculty of the College of Liberal Arts.
5. That the courses to be included in the second two-year period be determined by the College for Teachers.

6. That students from other institutions, who have met college entrance requirements, who are candidates for the above degree, and who offer at least two years of work, academic or professional, acceptable to the College for Teachers for advanced standing, be under the jurisdiction of that college.

II. *Extended Curricula Leading to the Degree of Bachelor of Arts and also to a Teacher's Diploma.*

1. That the University offer extended curricula leading to the degree of Bachelor of Arts, to be conferred upon recommendation of the faculty of the College of Liberal Arts, and leading also to appropriate teachers' diplomas (in elementary education, secondary education, etc.) to be conferred upon recommendation of the faculty of the College for Teachers, upon the completion of such curricula.
2. That the undergraduate courses which may be included in such extended curricula, be determined by the College for Teachers, subject to regulations governing students who are candidates for the degree of Bachelor of Arts.
3. That the courses in Education which may be accredited in partial fulfillment of the requirements for the degree of Bachelor of Arts, so as to facilitate the completion of a professional program in the College for Teachers subsequent to receiving this degree, be determined by the College of Liberal Arts.

III. *Special Curricula.*

1. That the University, independently or in connection with affiliated institutions, provide special curricula, not less than two years in length, open to any who have fulfilled college entrance requirements, such curricula leading, upon recommendation of the faculty of the College for Teachers, to appropriate teacher's diploma to be conferred upon those who have specialized in kindergarten work, art, etc., without proceeding to a degree.
2. That students enrolled in such special curricula be registered in and under the jurisdiction of the College for Teachers only.
3. That students completing such special curricula may subsequently be recommended by the College for Teachers for the degree of Bachelor of Science, upon conditions to be determined by this college, subject, however, to the completion of two years' undergraduate work accepted by the College of Liberal Arts.

The chief significance of this reorganization, aside from the matter of increased autonomy for the College for Teachers, is that, although emphasis is still placed upon the four-year and five-year curricula, hereafter two-year curricula for certain lines of training are to be given definite recognition.

Thus the College for Teachers of the University of Cincinnati is a high grade professional school; and in view of the scope of its activities, and its possibilities for good in the life of the city, it is manifestly at least as important as any other branch of the University, or any other department of the city's public service.

COLLEGE OF ENGINEERING

The College of Engineering is noted principally for its "co-operative courses," which were inaugurated in September, 1906. Instruction is offered in the five lines of Civil Engineering, Chemical Engineering, Electrical Engineering, Mechanical Engineering, and Metallurgical Engineering. The "Cincinnati plan" of engineering education has as its essential feature the ingenious and highly effective co-ordination of actual shop and field work in the various lines of practical engineering with carefully organized university instruction. Students are handled in pairs, the members of each pair alternating so that one student is at work while the other attends college classes, the exchange of students occurring bi-weekly. In this way "the practice of engineering is taught in a shop or on a railroad under actual commercial conditions, and the science underlying the practice is taught in the University." Five years are required for the completion of these courses, and the college-shop year extends over eleven and a half months. Co-operative students are subject to all the regulations of the manufacturing and engineering companies with which they work, and in return these students receive wages at the same rate as other employees.

COLLEGE OF MEDICINE

The College of Medicine, legally "The Ohio-Miami Medical College of the University of Cincinnati," is a member of the Association of American Medical Colleges; is rated an "A plus" institution by the Council on Education of the American Medical Association; and has been added to the "recognized list" of the Conjoint Examining Boards of the Royal Colleges of Physicians and Surgeons of England. This college is not only an integral part of the University, but it is also organically related to the great new Cincinnati Hospital, which is the most thoroughly equipped general hospital in the United States and as complete an institution of its kind as is to be found in the world; and the college possesses additional facilities for clinical instruction by having control of the clinics of the Good Samaritan Hospital and the Hospital for Tuberculosis. Professors of the College of Medicine form the staffs of these three institutions. Furthermore a high grade School of Nursing and Health is being developed by means of co-operative arrangements between the College of Medicine and the Cincinnati Hospital on the one side and on the other the School of Household Arts of the University. And, in addition, the College of Medicine and the Cincinnati Board of Health have entered into a co-operative agreement under which students of medicine in the junior year divide their time between regular work in the college and active service in the Board of Health. Here, therefore, are examples of professional and practical co-operation on a very broad scale for the service of the community in medical teaching and research and in the preservation of the public health.

UNIVERSITY AS A WHOLE

The University of Cincinnati, as a whole, has certainly far outgrown whatever conception Charles McMicken had in mind when he directed the establishment of his "two colleges;" but it has also attained the level of development and recognition that the founder desired, when he provided for an institution that should equal the "secular colleges and universities of the highest grade in the country."

AFFILIATED INSTITUTIONS

Closely related to the schools, though not controlled by the Board of Education, are many fine institutions which by co-operation have become essential factors in education, and through this affiliation have helped to make an educational system that is much more comprehensive than one confined to the schoolhouse alone. I shall include in this connection only a few of the institutions which are connected most directly with the work of the public schools.

THE PUBLIC LIBRARY

The Public Library of Cincinnati serves not only the city but all of Hamilton County through its main library and its system of branches, deposit stations, school, traveling, home, and playground libraries. The main library is located so close to the heart of the city that it is used by many busy people, as the crowded noon hour shows.

Nine branch libraries are housed in separate library buildings, large enough to include auditoriums equipped for stereopticon use and smaller club rooms. Thirteen smaller branches are located in rented storerooms, in school houses, town halls, or club buildings. They all have permanent book collections, supplemented by delivery service from the main library and a system of loans which keeps the smaller branches up-to-date and masses books on one subject where they are most needed. Twenty-two deposit stations, collections of several hundred volumes, are placed in drug stores, village post offices, or general stores. Readers draw directly from the deposit collection or order special books from the main library. Traveling libraries, smaller collections without delivery service, are used for inaccessible spots in the county and for settlements, factories, telephone exchanges, and other institutions in the city.

Work with children and with the schools forms a special department of the library and is carried on, in the main library and large branches, in separate children's rooms. The books in these rooms are carefully selected and librarians trained for special work with children are placed in charge. In the smaller branches one corner of the library room is set apart for the children, and, where there is only one librarian in charge, the children's work forms a part of her duty. Good books are brought to the attention of children by means of exhibits, pictures, bulletins, bookmarks, reading lists, and through the Story Hour, the children's clubs, and the illustrated talks. Instruction in the use of the library is offered to all schools, the teachers bringing their classes to the library that actual practice may follow the talks. Other agencies for children's work are the Home Libraries, conducted by volunteers under library supervision, the Playground Libraries, during the summer months, and the School-Deposit or Class-Room Libraries. The latter are given any teacher at a distance from a library building for circulation among the pupils. They do not contain supplementary textbooks, but are intended to supply the "culture reading" of the child.

The teachers' room at the main library contains books on pedagogy, sample readers and textbooks, courses of study from other cities, a model set of children's books arranged by grades, and bibliographies of children's literature. Teachers are given, in addition to the regular reader's card, a special teachers' card, permitting them to take out six books for serious study. A course of lectures on the library and children's literature is planned especially for teachers; those attending regularly and completing the required work receive credit from the Superintendent of Schools. The closest relationship exists between the library and the schools.

THE YOUNG MEN'S MERCANTILE LIBRARY

This library is located in the Mercantile Library Building. It was instituted April 18, 1814.

Under the will of Timothy C. Day, his bequest of $20,000 to the library is to be invested and the proceeds thereof to be used in purchasing annual membership tickets to be awarded to those pupils of the upper grades of the elementary and high schools, who lead the classes in scholarship for the year. More than seventy-five pupils were awarded such tickets during the past year.

The library has 80,000 books on its shelves, and carries files of current periodicals and newspapers.

THE CINCINNATI MUSEUM AND ART ACADEMY

The Cincinnati Museum Association was organized in 1880 for general museum purposes and for educational work. Because of its important collections of paintings and sculpture and because its other collections are chosen for their æsthetic qualities rather than their scientific or historical interest, the museum is popularly known as the Art Museum.

The museum building was erected in 1886, an important wing, the Emma Louise Schmidlapp Building, being added in 1907 to house the Greek sculpture and the library.

On the lower floor the ethnological collection includes tumes, armor, the Doane collection of musical instruments, metal work, including the Conner collection of silver and the Bookwalter collection containing valuable Oriental objects.

On the lower floor the ethnological collection includes American archæology, and weavings and carvings from the Congo. These are extremely rare and instructive. There is also a small but interesting Egyptian collection.

On the upper floor are picture galleries, glassware, and ceramics, including the large historical collection of Rookwood since its foundation in 1880 with the preliminary work of the women on whose experiments the pottery was founded.

Special rooms are devoted to the works of the distinguished painters Frank Duveneck and Robert Blum, both natives here. The John J. Emery collection comprises paintings by European masters and there are further examples, among them works by Courbet, Cottet, Aman Jeau, Bouguereau, Munkacsy, Brozik, Zugel, Lenbach, Lessing, Achenbach, Sorollo, and many others.

The Art Museum and Academy are closely affiliated with the elementary and high schools and the University. Classes from the elementary school are taken to the Museum for study in connection with their history and art. Students in the high school electing the technical art course receive their history of art at the Museum and are taught drawing and painting for one half of each day, by the regular instructors in the Academy, who are teachers and artists of international reputation. The students in the College for Teachers of the University, who are to become teachers of art, receive their technical art education at the Academy. The closest and most cordial co-operation exists between this fine institution and the other departments of education. The officers of the Museum realize that one of its main functions is educational, a function which is limited only by the financial resources of the institution.

The group of modern American paintings, however, remains the most significant, the policy of the museum for more than twenty years past having been to collect fine examples through systematic purchase. Some of the artists represented are Alexander, Chase, Tarbell, Benson, Currier, Winslow, Homer, Hassam, Schofield, Shislaw, Redfield, and Weir; besides Duveneck, Blum, Twachtman, Meakin, Hopkins, Garber, Mosler, Potthast, Farny, Sharp, Hurley, Schevill, De Canap, and Kenyon Cox, all natives here or formed in the Cincinnati Art Academy.

The modern American sculpture is also very strong, the museum owning many original models. Among the sculptors represented are T. C. French, E. C. Potter, Herbert Adams, Herman MacNeil, Karl Bitter, and A. A. Weinman; besides Frank Duveneck, C. J. Barnhorn, Hiram Powers and Sir Moses Ezekiel, natives here.

The Art Academy, now in its forty-seventh year, is under the same management as the museum and is housed in an adjoining building which was erected in 1887. Drawing, painting, modeling, illustration, design, wood-carving, metal and leather work, and china painting are taught, and the classes provide for the development of students from the most elementary to the most advanced work. Owing to rich endowment, the tuition is very low, although the faculty includes such well-known artists as Frank Duveneck, L. H. Meakin, C. J. Barnhorn, James R. Hopkins and others.

THE LLOYD LIBRARY AND MUSEUM

The Lloyd Library on Court and Plum streets is devoted almost exclusively to Botany, Materia Medica, and Pharmacy, with a section on Eclectic Medicine. In recent years the owners have purchased a few books on Entomology and General Natural History with the intention of gradually building up the library along these lines as well. It contains at present 41,688 volumes.

The Mycological Museum or (fungi) Library is located in a separate building and contains more classified fungi specimens than all of the other museums of the world combined. The herbarium contains some forty thousand specimens of flowering plants. The entire collections of plants of the Natural History Society have recently been placed in the Lloyd Museum for use and safe-keeping. Specimens are being added to this collection from time to time. This herbarium is the one that is consulted by teachers and others when the careful determination of a plant is desired.

THE CINCINNATI SOCIETY OF NATURAL HISTORY

The Cincinnati Society of Natural History was founded in 1870. At the time of the founding there was a general and widespread interest in Natural History, and the membership of the society grew very rapidly. During the summer of 1870 quarters were rented in the College Building on Walnut street above Fourth. These were occupied by the society until the purchase, in 1877, of the building at the southeast corner of Broadway and Arch street, its present home.

Meetings were held regularly once a month for many years, at which papers on various subjects relating to Natural History were read by members of the society. These meetings were open to the public without charge. In later years these meetings have been discontinued, and lecture courses open to the public have been substituted therefor. These lectures, while dealing with scientific subjects, are not technical but popular in character.

The society maintains a museum of Natural History, which is open to the public free of charge, and also a reference library of about 8,000 volumes on scientific subjects. It has also a number of sets of school cabinets containing specimens of birds, insects, and minerals, which it distributes to the public schools of Cincinnati each year.

THE OHIO AUDUBON SOCIETY

Organized at Cincinnati in 1898, the Ohio Audubon Society has ever endeavored to promote a substantial interest in the protection of wild birds by disseminating a knowledge of them and their economic value. The society discourages all reckless and wanton destruction of bird life and endeavors to cultivate a sensibility to their beauty; in short, its endeavors have been wholly educational.

In co-operation with the National Audubon Society, the Ohio Society, three years ago, began an aggressive educational campaign. This feature of the work took the form of organizing Junior Audubon Classes among the school children under the direction of the teachers. The children are instructed in the color, markings, and size of certain birds, in the methods of attracting them, and in the reason why they should be protected. Last school year classes were formed in every county of the state. This year the number of classes is rapidly increasing and bird study is fast assuming an important place in nature-study work.

THE ZOOLOGICAL GARDEN

The Cincinnati Zoological Garden was opened September 18, 1875. It comprises sixty acres of hill and dale, three miles north of the center of the city. The natural features, attractive in themselves, have been improved by landscape gardening and artistic placing of buildings, so that as a park the Zoo would rank high. It is open every day in the year.

The control of the Zoo is vested in a Board of Directors, public-spirited men, who serve without compensation. From the beginning profit has been ignored. As their advertisement puts it: "The Zoo belongs to you. Your admission is your donation."

For twenty years the Zoo has co-operated actively with the public schools. Every inducement is offered to teachers who care to take classes to the garden for detailed study of animals and trees. The trees, as well as the cages, have labels bearing the appropriate scientific and popular names. In the late spring schools come *en masse* at greatly reduced rates, the pupils sometimes numbering two or three thousand. Before this time the manager visits the schools and gives illustrated lectures on the animals, their habits and peculiarities; the children, accordingly, know what they expect to find and where to find it.

When new animals come the children are given opportunity to name them through prize contests. The baby hippopotamus, Zeekoe, received his name in this way. Various books have been published for the children, the latest being "Zigzags at the Zoo." Puzzling questions are propounded in the street car advertisements, while the answers are to be found in "Zigzags," or, still better, in the Zoo itself.

THE COLLEGE OF MUSIC

From the College of Music of Cincinnati, founded October 14, 1878, emanate influences which, for the last thirty-six years, have helped to form and sustain the musical organizations and the musical art of Cincinnati. The college is an eleemosynary institution, handsomely endowed by Mr. Reuben R. Springer and a number of benevolent citizens of Cincinnati.

From its very inception it has been the object of the College of Music to educate the student upon a well-regulated and scientific plan of instruction. In addition to various courses of musical instruction the college now undertakes the training of supervisors of public school music, the practical training of piano teachers, and operatic repertoire.

The first musical director of the College of Music was the late Theodore Thomas, who was also for many years director of the famous Cincinnati May Music Festivals. In proffering Mr. Thomas the position, the founders of the institution stated its purposes as follows:

> It is proposed to establish an institution of musical education upon the scale of the most important of those of a similar character in Europe; to employ the highest class of professors, to organize a full orchestra with a school for orchestra and chorus, and to give concerts.

In accepting the position, Mr. Thomas replied:

> This project is a step in the right direction and Cincinnati is the place to begin. . . . . The formation of a college such as you propose realizes one of my most cherished hopes and I shall work hard to make it superior in all branches of musical education.

That these noble aims have been fulfilled to an eminent degree is manifested in the artistic success which the institution continues to enjoy.

THE CONSERVATORY OF MUSIC

The Conservatory of Music has for many years been in close co-operation with the public schools of the city by granting requests for musical programs for special occasions in kindergartens, day and night schools, vacation schools, Mothers' meetings and social centers. The Conservatory always gives its very best, believing that music should be an integral part in every student's education and that there should be abundant opportunity for hearing the best and greatest musical works.

The Conservatory, now in its forty-eighth year, has been carrying on its work steadily and persistently, confidently looking forward to the time when the language of the great Symphonists will be as intelligible to the general public as is that of the great dramatists. Its doors have always been thrown open to the public whether the event be a concert by one of the famous virtuosi of the faculty, by the Conservatory orchestra, or by talented students of the institution. That there is an intense desire for good music by the general public is proved by the large audiences attending these concerts.

In the summer of 1914 five new scholarships were established at the Conservatory for local high school talent. Four of the scholarships were awarded upon the recommendation of the Supervisor of Music in the Public Schools. The interest and progress of the students thus honored were highly satisfactory.

The new departure of giving the Conservatory Orchestra Concerts under direction of Signor Pier Adolfo Tirindelli in Hughes High School Auditorium is significant as the public may thus have the privilege of hearing, free of charge, a large orchestra in a symphonic program, the audiences being limited only by the capacity of the hall.

THE CINCINNATI MUSIC FESTIVALS (MAY FESTIVALS)

Grove's Dictionary of Music and Musicians, the standard English and American authority, says, referring to these Festivals: "The most notable of the regular recurring musical meetings in the United States are those held biennially in Cincinnati, Ohio. * * * * They have, beyond question, exerted a more powerful influence for musical culture than any institution of their kind."

The declared purpose of the Cincinnati Musical Festival Association is the production of the great choral masterpieces of the world's music under the most favorable auspices, with accessories suitable to their dignity and importance. With this high standard in view, the Association has constantly sought to improve the quality of the chorus, which is the basis of the Festivals, and has uniformly employed the best orchestra and soloists obtainable. The Theodore Thomas (Chicago Symphony) Orchestra has been used in all Festivals excepting in 1906 and 1914, when the Cincinnati Symphony Orchestra replaced it. The soloists enlisted have been the most eminent singers of two continents; on many occasions notable European artists have been first introduced to American audiences at the Cincinnati Festivals.

The first Festival was held in 1873; its success suggested a second in 1875, and since that time they have recurred bienially, the Festival of 1914 being the twenty-first of the series.

The basis of the organization, as already stated, is the chorus, which now numbers 350 singers. Any persons possessing good and musically true voices, and with some facility in reading music, are eligible; but all applicants are examined by the chorus master. As a result of this policy, and of the patriotic interest in the organization by citizens generally, the quality and consequent effectiveness of the chorus have constantly improved. An examination of the rolls of the chorus will discover hundreds of names of the most prominent and distinguished men and women of the city, all of whom feel a personal pride in the part they have taken in these great concerts..

During recent years, a body of children from the public schools —from 300 to 1,000 singers—have taken part in the Festivals with distinct credit to themselves and to their instructors. The Superintendent of Schools has especially recognized the high value to the children of the training involved in their participation in the Festival work, and has commended their performance in his official annual reports.

The Festival Association is a corporation "not for profit" under the Ohio law. Its By-Laws provide for one hundred "stockholders," each holding one share of stock. Stockholders have the privilege of paying $10 each annually toward the expense of maintaining the chorus, and of voting for election, from their number, of nine Trustees or Directors, who conduct the business of the Association. The list of stockholders is a Roll of Honor; few resignations from it have ever been received. Vacancies caused by death are filled by election by the Directors.

The Festivals cost in the neighborhood of $45,000 to $50,000 each. They have always been self-supporting and have even permitted the accumulation of a modest reserve fund which has been increased by several endowments from generous friends. The patronage and support of citizens of Cincinnati and of thousands of music lovers elsewhere, and the treatment of the Festivals by the newspaper press, have been liberal, enthusiastic, and continuous. Without the generous, patriotic spirit thus manifested, it would be impossible to maintain them.

THE CINCINNATI SYMPHONY ORCHESTRA

In 1872 a few public-spirited music-loving women conceived the idea of establishing in Cincinnati a symphony orchestra on a permanent basis through public subscription. Cincinnati had long enjoyed a reputation as a musical city and had attracted from the old world some fine musicians. From their ranks a Philharmonic Orchestra was formed in 1872, which was the pioneer symphony orchestra of the West. Concerts were given by this and other musical organizations, which stimulated a desire for a permanent Cincinnati orchestra.

Finally a plan, originating in the Ladies' Musical Club, was definitely outlined; and, as a result of the enthusiasm and enterprise of this club, the Cincinnati Orchestra Association Company was formed in the spring of 1894, with a Board of fifteen women in control and Mrs. Wiliam H. Taft as President. An appeal was sent out to "all patriotic citizens" asking for financial assistance for the enterprise; and in a few weeks a sufficient sum was raised or guaranteed to make it possible to begin in a modest but adequate way. It was distinctly a woman's movement.

The first season of the Cincinnati Orchestra was opened in 1894 in Pike's Opera House with an orchestra of something over fifty men. Nine concerts were given in three series of three concerts each with three different conductors, Anton Seidl, Frank Van der Stucken, and Henry Schradieck. This venture was so well received that the following season Mr. Van der Stucken was engaged as sole conductor and ten pairs of concerts on Friday afternoons and Saturday evenings were given.

In 1896 the orchestra was increased to seventy men. Pike's Opera House being no longer available, the concerts were transferred to Music Hall, where they were given until the winter of 1911. About this time Mrs. Thomas J. Emery had constructed a building for the Ohio Mechanics Institute, and the auditorium was so designed as to make it adaptable to the purposes of the Orchestra; and, in this beautiful auditorium the concerts have since been given.

Mr. Van der Stucken retired in 1908 and was succeeded by Mr. Leopold Stokowski. In 1912, Dr. Ernst Kunwald, Associate Director of the Berlin Philharmonic Orchestra, was secured. With an enlarged orchestra he is perfecting a great institution for the interpretation of the highest forms of music.

It is an unfortunate phase of Anglo-American culture that music and the drama are classified by the majority of the public under the heading of amusements. High schools and universities are well stocked with libraries; museums, with paintings and sculptures. As museums of art afford opportunities of studying and enjoying the great sculptures and paintings, so do our orchestras make clear to us the best there is in music. Any one with this idea in mind will see their importance and will do whatever lies in his power to further their advancement. In Cincinnati there has been developed an orchestra that ranks among the first in the country, with a leader of great interpretative power.

When Theodore Thomas was invited in 1878 to Cincinnati to take charge of the College of Music, and, indeed, of musical matters in the city generally, he dwelt upon the necessity of establishing a permanent symphony orchestra. He believed that to be necessary to the musical education of the city; but this feature required large financial support, which at that time was not forthcoming. It was left for the women of the city to accomplish, sixteen years later, what the men in 1878 failed to do for Mr. Thomas.

OHIO MECHANICS INSTITUTE

The Ohio Mechanics Institute was chartered in 1829. Its purpose, as stated in the charter, is to advance "the best interests of the mechanics, manufacturers, and artisans by the more general diffusion of useful knowledge in those important classes of the community."

The building at Sixth and Vine Streets was the home of the Institute for more than sixty years, the corner stone having been laid on July 4, 1848, by the citizens of Cincinnati under the leadership of Miles Greenwood, and the historic landmark is now known as the Miles Greenwood Building.

The present building site is where Mr. Greenwood had carried on his extensive business, and was acquired by the trustees in 1905. The building is the generous gift of Mrs. Mary M. Emery, provided by her as a memorial to her husband, Mr. Thomas J. Emery, and has been occupied since the beginning of the school year 1911-1912.

Four distinct departments have been created, under the complete supervision and control of the President:

1. The Institute of Applied Arts.
2. The Timothy C. Day Technical Library.
3. The Emery Auditorium.
4. The Industrial Museum.

The Institute of Applied Arts consists of the following schools:

The School of Mechanics and Electricity.
The School of Architecture.
The School of Industrial Art and Design.
The School of Chemistry.
The School of Lithography.
The School of Household Arts and Science.
The School of Special Trades.
The Evening School.

CINCINNATI KINDERGARTEN TRAINING SCHOOL

The Cincinnati Kindergarten Association, organized in 1879, established a Training School in 1880, and was incorporated in 1894 for the purpose of "organizing and supervising kindergartens and to carry on a Training School for Kindergartners." It has maintained a continuous existence ever since.

In 1905 an affiliation was made with the University and the public schools of Cincinnati thus securing the educational opportunities of a large university and the practice field of the public school kindergartens, while retaining in a measure the freedom, the ideals, and the social advantages of a private training school as well as the interest and the assistance of a large number of prominent citizens, who are thus kept in close touch with the city's educational system.

This is a unique and interesting example of Cincinnati's educational co-operation.

There are now in affiliation seven kindergartens connected with philanthropic institutions, four private, one supported by the Lockland, four by the Norwood, and two by the St. Bernard Boards of Education, and fifty-five by the Cincinnati Board of Education.

The entrance requirements for the training school are the same as for the University. The course of study, two years in length, is under the supervision of the Dean of College for Teachers, the Superintendent of Public Schools, and the Principal of the Training School, and when taken by a University student in her junior and senior years leads to a degree as well as to a diploma.

Affiliation with the Kindergarten Association keeps the same general standard of excellence in all of the kindergartens of Cincinnati and vicinity. As adjacent territory is annexed, kindergartens are gradually transferred to the supervision and the support of the Cincinnati Board of Education.

GENERAL ASSOCIATION OF MOTHERS' CLUBS

The Cincinnati Kindergarten Association organized the first Mothers' Club in 1889 as a self-governing, independent association of women, affiliated with the kindergarten in which it was organized and under the direction of officers elected by its own membership.

Previous to that time mothers' meetings, study classes, conferences, and gatherings of different kinds had been held in the kindergartens under the direction of the kindergartner or a leader appointed by the Association.

When the experiment proved successful, the organization of a mothers' club in connection with each kindergarten became a recognized responsibility of each kindergartner; and a short course on the organization and conduct of mother's clubs was added to the training school course of study.

A regular monthly meeting was arranged for each club, and the meetings were grouped on Thursday afternoons. No training classes were held on that afternoon, so that students might familiarize themselves with mothers' club work.

The Cincinnati Kindergarten Association formed a General Association of Kindergarten Mothers' Clubs in 1896. Time was also arranged for the kindergartner to add home-visiting to her other duties, through which experience the kindergartner has become one of the most valued social workers in the community.

As children entered higher grades, some Kindergarten Mothers' Clubs merged into School Mothers' Clubs; and it was finally decided to omit the word kindergarten and enlarge the scope of the General Association by admitting clubs of a more general character.

There are now eighty-three clubs enrolled in the General Association, of which fifty-seven, including the Oral School Clubs, are connected with the Cincinnati public schools, fifteen with churches, settlements and Improvement Associations, and eleven with public schools in each of the following Ohio towns in the vicinity of Cincinnati: Deer Park, Elmwood, Loveland, Lockland, Madeira, Mt. Healthy, Newton, Plainville and St. Bernard, and Newport, Kentucky.

Conferences of officers and delegates are held from time to time, at which matters of interest are presented, to be afterwards brought before the regular meetings of the clubs for discussion and action.

The following is quoted from the address of the retiring President at the annual meeting in May, 1914:

> The Association continues to attract attention throughout the city, whether it be the City Hall, Court House, Chamber of Commerce, Business Men's Club, Board of Education, Board of Park Commissioners, Playground Committee, Woman's Club, Visiting Nurse Association, or Anti-Tuberculosis League. Wherever there is a body of people trying to solve important problems and work out plans, the opinion and co-operation of the Mothers' Clubs are solicited. This is due probably to the fact that the membership is made up of women from all neighborhoods of the city, thus affording a concensus of opinion, and a fund of experience that is wide, deep and varied. Therefrom is furnished a basis from which we can wisely help interpret the life of our city, and render valuable aid in the solution of many of her problems.

THE CINCINNATI WOMAN'S CLUB

At the close of two years of active work connected with the Woman's Columbian Exposition Association of Cincinnati and Suburbs, which brought together women of wide and varied interests, the time seemed favorable for the formation of an organized body of women to be as widely and generally representative of the city as possible, to serve as a protection to the best interests of women, to promote a study of existing conditions in the community with a view of ultimate improvement, to create and foster the spirit of co-operation, and to lead eventually to a more active participation of women in matters relating to public interests.

With these ideals in view, the Cincinnati Woman's Club came into existence in the spring of 1894, to "create an organized center of thought and action among women for the promotion of social, educational, literary, and artistic growth and of whatever relates to the best interests of the city."

The business affairs were placed in the hands of a Board of Directors, and the activities were centered in departments. These departments are now designated: Departments of Art, Music, Literature, Home Economics, Civics, and Education; each having its own officers and times of meeting.

A Lecture and Entertainment Committee arranges for club teas and provides lectures and entertainments. A Legislative Committee investigates questions pertaining to legislation and reports upon them before the club takes action. A Library Committee has charge of the library and of the collection and circulation of books and magazines; and an effort is being made to collect books written by Cincinnati or Ohio women. A Tea Room Committee supervises the Tea Room service, in which luncheons and teas are served.

Study circles for intensive study along special lines are organized by groups, each having its own leader and place on the monthly calendar. At present the circles consist of the following: Art, Music, Current Events, Home Economics Extension, Bible, Drama, Study of Modern Novel, Browning, French, Greek, Egyptian, Government and Parliamentary Law.

The Cincinnati Woman's Club has followed the line of evolution characteristic of the club movement in general. First came self-culture, the broadening of the individual woman, emphasizing the fundamental principle that culture in the community must come from the cultured individual. Then there followed that larger shaping of public opinion and trying out municipal experiments. In every case the history is the same: Imagination touched by ideals, initiation, experimentation, success in one direction, finding a better way in another, and then the relinquishment by the club of its project to the city, so that the proved plan may be made useful to the whole community. Thus the club has through the activity of the Department of Household Economics presented lectures and demonstrations on all branches of domestic science, home ideals, household and personal hygiene, domestic art and science in the public schools, topics helpful to mothers' clubs, housing problems, domestic architecture, and continuation and salesmanship schools.

The Civic Department counts among its activities the establishment of playgrounds, the installation of a matron in the County Jail, and assistance in the inauguration of: Consumers' League, smoke abatement, public baths, matrons in House of Detention, clean-up campaign, public comfort stations, sanitary drinking cups, the placing of waste receptacles in public places, reclamation of vacant lots, protection of bird and plant life, elimination of bill-boards, better housing conditions, better markets, mothers' pension laws, summer care of babies, warfare on flies, enforcement of laws against spitting in public places, welfare of the blind, safe and sane Fourth, separate playgrounds for girls and boys, penny luncheons in the public schools, school and home gardens, purity of the press. The Delaware Home for Girls, the building of a reformatory for women, the abandonment of the canal, the contemplated Union Depot and Terminal, the new Court House, the Municipal Budget Exhibit, all received the attention of the club through this department, which aims to keep in close touch with every project for civic betterment and to present the same to the club.

The Department of Education endeavors by investigation and presentation of educational matters to enable the women of the club to gain an enlightened viewpoint and thus assist in creating public sentiment for progressive measures. The Vacation Schools were inaugurated by this department through a combined effort in which the Club Committee, with a high-school teacher as Chairman, received contributions from private schools, mothers' clubs, and business firms, in addition to club members, for the support of the first Vacation School, which was opened in a building loaned for the summer by the Cincinnati Kindergarten Association. In the Vacation School, which grew rapidly, many progressive steps were tried and afterwards introduced into the regular course of the public school. Domestic science, introduced into the Vacation School in the summer of 1905, was added to the intermediate schools in the fall of 1905 and assisted by contributions from the club.

Among other activities of the Department of Education were: Support of a bill creating Juvenile Courts in Ohio, co-operation in the investigation of what other cities are doing for defective children, contributions to the Mountain Settlement work of Kentucky, work for State normal schools, petition to Board of Education for introduction of kindergartens, formation of an active branch of the Needlework Guild, Christmas celebration to purchase books for mothers' clubs' libraries, petition for small School Board elected at large, courses of lectures in social hygiene presented to the mothers' clubs, entertainment of Association of Collegiate Alumnae and other educational bodies, and one entire season was devoted to the study of Cincinnati's complete system of municipal education, beginning with the kindergarten and going through the University.

THE CHAMBER OF COMMERCE

Excepting those in domestic service, 93 per cent of the people employed in Cincinnati secure their livelihood from commerce and industry. This means that nearly all of the youth now being trained in the schools will sooner or later become identified with business. It is most fitting, therefore, that schools should be interested in the needs of commerce and industry and that commerce and industry should be interested in what the schools are doing.

The future success of business enterprise will depend upon the youth now attending public schools, for the personal equation, above all else, is of importance in business to-day.

These observations explain some of the reasons why the Cincinnati Chamber of Commerce is so vitally interested in the public schools of this city.

This organization, the oldest of its kind in the United States, has over two thousand members and almost one hundred employees. The names of manufacturers, merchants, and professional men are all found upon its roster. There are thirteen departments under the direction of salaried managers devoting their entire time to this work. The Chamber of Commerce is housed on the second and third floors of the lofty Union Central Building, at Fourth and Vine Streets. One of its interesting features is the exchange floor, where several hundred men meet daily to transact business in grain and hay.

The department with which the schools come into contact is the Civic and Industrial Department, which was organized the first of the year 1914.

This department recognizes the fact that the schools form the only organized point of contact with the future employers and employees of the city; that if the business men of Cincinnati wish to see their successors most efficient, wish to secure the highest grade of employees, wish to see their city become a better place in which to live and do business, then they can do nothing better to promote these things than to render to the public schools every assistance in making the school work better adapted to the needs of the city and its people.

It is for these reasons that the Cincinnati Chamber of Commerce, through the Civic and Industrial Department, has evidenced particular interest in the organization of a vocational service bureau, in the formation of a federation of schoolboys' clubs, in vocational surveys of the printing and sewing trades, in conducting a clean-up campaign participated in by forty thousand children, in the instruction in civics in the schools, and in other subjects of like character.

THE BUSINESS MEN'S CLUB

The Business Men's Club, with a membership of 1,800 of the most prominent and active business men of Cincinnati, is located in what is said to be one of the finest club buildings in the country at the southeast corner of Race and Ninth Streets. This organization, with its large and ever-increasing influential membership, is becoming more and more a leader of municipal thought and progress; for there is no better forum in which may be exchanged the progressive ideas of the times along lines of civic improvement than within the precincts of the Business Men's Club.

The Club, through its Civic Committees, is lending its earnest efforts to secure for the city better street car service, better interurban railroad facilities, better streets, parks, sewer service, adequate railway terminals, a large convention and exhibition hall, high-pressure water service, and many other things which will add to the commercial standing and importance of the city.

It has been a prime mover in all actions for beneficial legislation for the upbuilding of the public schools and the educational system in general in Cincinnati. Three of the most active committees of the Club are the Public Schools Committee, the University Committee, and the Industrial Education Committee. At the suggestion of the Public Schools Committee, the Club called a meeting of representatives of civic organizations for the purpose of forming a Council of Public Education. The Chairman of the Public Schools Committee is the President of the Council of Public Education.

THE FEDERATED IMPROVEMENT ASSOCIATION

The Federated Improvement Association occupies a unique position. This association is composed of three elected delegates from each of the fifty-six local improvement associations scattered throughout the city. These local improvement associations are composed of liberal-minded neighbors who unite in their efforts to better conditions in their respective localities. These associations vary in membership from a score to a thousand enrolled members. They exert a profound influence upon the life of their own communities and through the central body, the Federated Association, exert a stimulating influence upon the general life and welfare of the city.

Composed as these associations are of a large number of men living in the same locality, they include in their membership representatives of all classes and trades and professions. The most learned judges of our courts meet in friendly co-operation with the laboring men. Professional men of all lines are found in the ranks. The work of the associations and of the Federation is strictly non-partisan. Thus emphasis is always given to the establishment and the carrying through of progressive measures.

One of the most important interests of the Federation and of the local associations is the welfare of the schools. During the history of the Federation the welfare of the schools has been more frequently a matter of discussion than any other subject. Our school officials have always sought the interest of the Federation, and they have been given many proofs of its loyal support.

The ideal of the Federation in the matter of public education may be said to be that our schools shall never be jeopardized by any outside consideration. The Federation is vitally interested in the development of the efficiency of the school system. It believes that all the children of the city shall have absolute equality of opportunity; that the schools shall train for the highest standards of life; that they shall bring true culture within reach of every child; that the teachers shall be prepared by training and by personality to inspire the child to aspire to be something of worth to his city and to himself; that there shall be opportunity for him to learn not only the facts of science and the wealth of literature, but that he be trained to do something really worth while in the world and that he realize something of the meaning and value of life. The child who is intrusted to the schools must not only be trained in earning power, but in moral power.

THE SCHMIDLAPP BUREAU

The Schmidlapp Bureau for Women and Girls was founded in 1908, by Mr. Jacob G. Schmidlapp, as a memorial to his daughter, Charlotte R. Schmidlapp. In his original statement to the committee in charge of the distribution of the income, Mr. Schmidlapp wrote:

> It is to be used in attempts to ennoble, to uplift, and to strengthen the lives of young women who are compelled to be self-supporting. No more serious problem confronts us than that of the young woman who must be a wage-earner for a period of years, and who then, we hope, will become a home-maker. The monotonous methods of industrial work as now conducted seem to militate against the efficiency of the woman in her domestic relations; and under the pressure of competition, the employer of today generally overlooks the fact that the girls in his employ are to be the mothers of the future citizens of this country.

To carry out the beneficent intentions of the founder, the education, placement, and vocational guidance of girls constitute the three-fold purpose of the Schmidlapp Bureau. An educational fund for girls, between the ages of 14 and 25 years, who are residents of Hamilton County, is offered as a loan without interest; and thus far one hundred and thirty girls have been assisted. In the selection of every beneficiary, health, high ambition, earnestness of purpose, talent or at least adaptability for the work desired, are essential qualifications.

The second line of service is the placement department for women not qualified for definite financial assistance. The scope of the work here undertaken has been restricted to the industrial field, in which the aim is to fit the right girl into the right place, rather than to make many placements irrespective of individual traits and special conditions. To carry out such a policy, however, a great deal of individual attention and follow-up investigation is necessary.

The third social contribution of the Schmidlapp Fund is the partial support given to the Bureau of Vocational Service that has been established in the public school system. (See section on The Vocation Bureau.)

The face value of the securities of the Charlotte R. Schmidlapp Fund at the date they were turned over to the trustee was $250,000; but since then Mr. Schmidlapp has made additions to the Trust. Each beneficiary signs a pledge reading:

> As soon after completing my studies as I can do so without depriving myself or those dependent upon me of the reasonable comforts of life, I promise to pay the amount advanced to me to assist me in my education, assuming, however, no legal obligation hereunder, but desiring, if I am able, to assist in giving to others the same benefits that I have myself enjoyed.

THE COURT OF DOMESTIC RELATIONS

The Court of Domestic Relations of Hamilton County bears a direct relation to the schools for the reason that it was created for the protection of children and to provide and maintain for them proper home conditions and educational facilities.

Under the act creating it, the court has jurisdiction in all cases involving the marital relations and the welfare of children. That of course means divorce and alimony matters and the work formerly performed in the Juvenile Court.

It is the policy of the court in all divorce and alimony matters to consider the welfare of the children, and some original methods are being applied to work out the knotty problems involved.

Next in importance the court is charged with the duty of administering the mothers' pensions. During the past year the court has distributed approximately $64,000 to three hundred and sixty mothers for the benefit of eleven hundred and twenty-five children. The purpose of this law is to provide a normal home for poor children who might otherwise be compelled to go to Children's Homes, or other institutions. With less than a year's experience, it has been found that children have not only been benefited in this way, but that economically there has been a saving to the county.

The court also has jurisdiction over delinquent, dependent, and neglected children under eighteen years of age. It is the object of the court, not so much to punish the children for delinquency, as to search out the cause of their delinquency and to remove that cause.

The court also gives a great deal of attention to the work of compelling fathers to support their children.

The preceding pages, largely a reprint of the material which appeared in the bulletin to which I referred at the beginning of this report, are intended as an expansion of the outline exhibited in the pyramid on page 38. This report is an attempt to interpret Cincinnati as "A city that, with well-defined purpose, is seeking through the co-operation of all its institutions—social, civic, commercial, industrial, educational—to develop a unified system of Public Education that shall adequately meet the needs of all its people."

There is no disposition to halt and view with self-satisfaction the progress already made. What remains to be done is so important that what has been accomplished is accepted only as an incentive for greater effort. The city has set for itself an educational program that is as broad as the needs of its people, and with its face to the future is pressing forward to the realization of that program

"Without halting, without resting
Lifting better up to best."

Respectfully submitted,

RANDALL J. CONDON,
Superintendent.

March 8, 1915.

COLLEGE FOR TEACHERS
REPORT OF DEAN

REPORT OF THE DEAN

To the Superintendent of the Cincinnati Public Schools:

SIR—I have the honor to submit the following report as Dean of the College for Teachers:

THE SERVICE OF THE COLLEGE.

This college was established nine years ago as a part of a general forward movement in education in this city. In a certain sense it was the result of this movement, but experience has shown that this college, with extended lines of service, becomes more and more an indispensable agency for sustaining and furthering the advance. The chief lines of service are indicated under the following heads:

The Training of Teachers for Service in the Public Schools.

Since the founding of the college more than four hundred teachers have been appointed to regular positions in the schools of this city. Of this number about two hundred and fifty were graduates of the University of Cincinnati, and were professionally trained by the College for Teachers. During this same period about sixty graduates of other colleges and universities were appointed to positions in the schools of this city, after their teaching had been inspected and approved by members of the staff of this college. The remainder were normal school graduates or teachers of experience whose teaching had likewise been inspected and approved by members of the staff of this college. Most of those who were not college graduates were appointed to positions in kindergartens or special departments, and had been in part trained by this college. Practically all of them came under the influence of instruction given in the college subsequent to appointment, if not before. The city school system, therefore, since the organization of this college, has been dependent upon the college for about sixty per cent of its available supply of teachers, and the staff of the college has performed an important part in the selection and training of the remaining forty per cent.

At no time has there been any discrimination against the graduates of other colleges. No well qualified college graduate has been refused a place upon the appointment lists formulated in accordance with the rules governing the merit system of appointment. On the contrary, diligent efforts have been made to find persons who were best qualified for positions in the schools regardless of the institutions in which their training was received. During nearly all of this time, however, the demand for professionally trained college graduates has been greater than the available supply. It is clear, therefore, that it would have been impossible for the city schools to have secured any such large number of teachers possessing superior training without the aid of this college. This will continue to be the case, for obvious reasons, and steps already taken or contemplated have in view a further improvement in the work of the college to the end that the city schools may have a larger number of better prepared teachers.

The Improvement of Teachers in Service.

From the beginning the college has actively concerned itself with the professional improvement of teachers after they have entered the service in the schools of this city. Special courses have been given at hours which do not conflict with the classroom duties of teachers, and such courses have been attended by about one hundred and fifty teachers per year on the average, and an annual average of about thirty of these have been college graduates enrolled in advanced courses in education. There has also been much supervision of inexperienced teachers during their first year of serivce. One year members of the staff conducted weekly grade conferences which were attended by seven hundred forty-two teachers.

Owing to the many other duties of members of the staff of this college, it has not been possible for them to offer courses sufficiently varied to meet the needs of any very large number in any single year. The importance of this work, however, justifies such an increase in the staff of instruction as will make it possible to offer strong professional courses to take the place of many of those courses now taken by teachers merely for the sake of winning the number of credits necessary to secure the maximum salary.

The Listing and Ranking of Candidates for Appointment to Positions in the Public Schools.

Such service has been rendered for several years past, especially in connection with the formulation of merit lists for appointment to positions in the elementary schools. During the past year a definite set of regulations, extending the merit system of appointment to all positions in the city school service, places the listing and ranking of candidates for appointment to positions in the elementary and high schools in the hands of the professors of elementary and secondary education respectively. These professors also co-operate with the assistant superintendent of schools in listing and ranking candidates for principalships.

This is an exceedingly important line of service, and calls for the highest kind of expert judgment in estimating teaching efficiency. It is work which must be done with much care, and it takes much time. Those having charge of it do not care to entertain any prejudices. They must, as far as possible, avoid doing anyone an injustice. Unless these conditions are met, the merit system of appointment will be brought into discredit. Consequently, this work imposes very grave responsibilities, and those in charge of it should have a sufficient amount of time to enable them to meet these responsibilities in a manner satisfactory to all concerned.

The Study of Educational Problems.

Another line of service which the college can render, but which cannot be prosecuted aggressively without an increase in the staff, is in the direction of the strictly scientific study of educational problems—problems of school administration, the development of standard objective tests for measuring results in teaching, etc. A few studies of this sort have been made, others are now in progress, and the opportunity for such study is so exceptional that it should be fully utilized.

The relations of the college to the city schools are so intimate that work of this kind can be undertaken without the disadvantages which are usually met in the scientific study of school problems. Where such work is undertaken by someone not connected with the city school system, he is not at liberty to call upon the schools for the necessary data, and the teachers are oftentimes indifferent in regard to supplying it. Their suspicions are aroused because they are apt to think that they are under investigation. Principals also are likely to take the same view and hesitate to permit investigations which might discredit them. On the other hand, an expert investigator, who is a part of the system, is assured of generous co-operation. Indeed, a member of the staff of this college should offer a course from year to year for teachers of experience and advanced students of education. Teachers entering such a course should do so after securing the permission of the one giving it, with the understanding that those taking the course are to be responsible for the data to be utilized in statistical and other ways for reaching scientific generalizations.

The importance of this work has been recognized by several city school systems in the appointment of a director of investigation and research, in the hope that many questions about which there are conflicting opinions may be settled. With the unusual facilities in this city such work should be placed in charge of a member of the staff of this college.

The Work of the Psychological Clinic.

The establishment of schools for special classes of children will do much in relieving the work of the regular schools, especially if all atypical children can be subjected to physical and mental tests in order to determine the special treatment which should be given them. Much has already been done along this line, but there is much yet to be done. It is just as important that the schools should have a consulting psychologist as it is that they should have medical inspection, and in a city school system as large as that of Cincinnati a properly qualified psychologist might give all of his time to this work to the great advantage of the schools. A professor of educational psychology or an associate professor of psychology should be added to the existing staff for assisting in this work, so that it may be done with a thoroughness which its importance demands.

Other Lines of Service.

In several other ways besides those enumerated above members of the staff have actively concerned themselves with matters related to the general educational improvement in this city. I refer to active participation in the work of the Cincinnati Schoolmasters' Club, the Cincinnati Principals' Association, work on numerous committees, etc. Demands upon the time and energies of the staff have been made from outside the city also, and all of these things furnish additional evidence that we are attempting to conduct the work of the college without a sufficient force of laborers. Since the establishment of the college the work of the Schoolmasters' Club has been one of the most important forces in stimulating the city school system to higher achievements. In this club the city schools and the University have labored industriously together, and they made it possible for new proposals to receive hospitable welcome on the part of the teaching corps of the city. This campaigning together of the city schools and the University has given a solidarity to our educational system which includes the University, a condition which was entirely wanting before the college of Teachers was established.

The college has not supplied a large number of graduates for positions outside of Cincinnati. The local demands and the fact that teachers' salaries are higher in this city than in most others, to say nothing of the disinclination of our graduates to leave the associations with which they are familiar, are a sufficient explanation of this. There is, however, a strong demand for the graduates of this college, and several, in the aggregate, have accepted positions in various parts of the country.

MATTERS AFFECTING THE FURTHER WORK OF THE COLLEGE.

Several events during the past two years have served to more accurately define the work of the college.

The Agreement Between the College of Liberal Arts and the College for Teachers.

Under this agreement, which was given in full in my last annual report, this college is to become a more distinct entity and have a greater degree of autonomy than in the past. After this year the college will be entirely free from certain limitations which have hitherto interfered with an easy adjustment of the work in accordance with the needs of teachers in training as such. Heretofore the amount of professional training has been restricted in the case of most students to the number of credits for such training which the faculty of the College of Liberal Arts has been willing to accept for the Bachelor of Arts degree. This condition was the result of a compromise by which it became possible for prospective teachers to satisfy the requirements both for the A. B. degree and a Teacher's Diploma in four years. The result, of course, has been a too narrow restriction of the professional work. It also resulted in a divided allegiance on the part of students who were preparing to teach and entailed certain administrative difficulties. All of this was foreseen, but the arrangement was a natural stage in the evolution of the College for Teachers from a department of education in the older College of Liberal Arts.

Hereafter the college will confer its own degree and have exclusive jurisdiction over students who expect to teach during the last two years of a four-year college course. The college will also decide what studies should be included in the first two years' work of such students. Programs will be offered to students who wish to complete a two-year professional program leading to a diploma. Students who wish to take their A. B. degree in the College of Liberal Arts may also complete a professional program in the College for Teachers in one year, provided they have taken certain subjects during their undergraduate course.

Regulations Governing the College.

The original agreement between the Board of Directors of the University and the Board of Education of the City of Cincinnati was general and indefinite. During the past year, however, this condition has been corrected by the adoption of a definite set of regulations in harmony with the original agreement for the government of the affairs of this college. These regulations will appear in the printed handbook of the Board of Education and need not be reproduced here.

One of these regulations provides that professors of education in the College for Teachers shall render such assistance as the Superintendent of Schools may request in connection with the appointment and promotion of teachers. I have already referred to this matter, and wish only, in this connection, to emphasize the fact that this work cannot be done with any degree of satisfaction without seriously interfering with the instructional duties of such professors of education.

The New Certification Law.

The importance of this law arises from the fact that a Life State Certificate not only relieves the holder from the necessity of further examination for license to teach in this state, but also from the fact that such certificate will be honored in practically all of the states of the Union. Consequently, the possibility of migration, as well as relief from further examination in case of continued residence in this commonwealth, makes the possession of such a testimonial of fitness to teach the legitimate and commendable ambition of every teacher.

It is clearly the duty of the college, therefore, to make provision whereby the various classes of state certificates may be merited upon the completion of the programs which the college provides, and steps have already been taken in this direction.

The Announcement of the college for the academic year 1915-16 will provide for such changes as are necessary to cover the requirements of the state department in such a way that there will be no question as to the eligibility of our graduates to a State Certificate of one kind or another.

It is a source of satisfaction to report that the State Superintendent of Public Instruction did not hesitate to place his college upon the list of approved institutions. Moreover, after I had spent much time in making transcripts of college records, which ordinarily must accompany applications for such certificates, he gave me authority to prepare a certified list of graduates of this college who are entitled to certificates, this list to be accepted by him in lieu of the individual transcripts of students' college records. This list contains 236 names, and is now in the hands of the State Superintendent who will refer to it in connection with the consideration of the applications of candidates whose names appear upon it.

CHANGES IN THE PROFESSIONAL PROGRAMS.

During the year several conferences with committees have been held for rearranging the work of instruction offered by the college as affected under the changed conditions. Provision will be made for the following classes of programs for students who wish to qualify for teaching or other positions in educational work:

1. There will be one-year programs of studies for students who have completed a course in a standard college and who have included in such course certain studies as a foundation for teaching. A student who completes one of these programs will be entitled to an appropriate graduate diploma in education, conferred

upon recommendation of the faculty of this college. Such student will also be eligible to a provisional state certificate without examination and will be placed upon an appropriate preferred list from which appointments to positions in the schools of Cincinnati are made. Programs of this character will be offered to those who wish to teach in elementary or high schools.

2. There will also be two-year programs of studies for students who have completed two years of college work. A student who completes one of these programs will be entitled to the degree of Bachelor of Science, conferred upon recommendation of the faculty of this college. Such student will be eligible to a provisional state certificate without examination and will be placed upon the appropriate preferred list from which appointments to positions in the schools of Cincinnati are made. Programs of this kind will be offered to those who wish to teach in the regular positions in the elementary schools as well as to those who wish to qualify for special positions, such as kindergarten director, teacher of German, teacher of art, teacher of the household arts, etc.

3. There will be two-year programs of studies for students who have satisfied the college entrance requirements and who wish to qualify for special positions without proceeding for the time being to fulfillment of the requirements for a degree. A student who completes one of these programs will receive a Teachers' Diploma. Such student will be entitled to a provisional state certificate without examination, although under the rules governing the merit system of appointment in this city such student will not be eligible to a place on a preferred list from which appointments to positions in the schools of Cincinnati are made. Programs of this kind will be offered to those who wish to qualify for teaching art, household arts, and in kindergartens. These programs correspond to the usual normal school programs in these subjects which are recognized under the new certification law in satisfying the requirements for provisional state certificates in special subjects.

4. Courses in education will be offered to advanced students and teachers of experience who wish to qualify for positions as instructors in education, supervisors, critic teachers, or administrators in educational positions requiring experience and advanced study. Such courses will be accepted in partial fulfillment of the requirements for the higher degrees, conferred upon recommendation of the faculty of the Graduate School.

5. Special courses will also be offered to teachers already in the service chiefly with a view to increasing efficiency in their chosen field of work.

The Past Year.

During the past year there have been no changes in the faculty. On the staff of instruction Levi A. Giddings, A. B., M. D., A. M., is in place of Vernon Lantis, A. M., as instructor in Botany in the University and Director of School Gardening in the city schools. Miss Grace Anna Fry, for many years a member of the staff of the Cincinnati Kindergarten Training School, assists in the supervision of kindergartens in the city schools and gives instruction in kindergarten subjects for those students who are preparing for positions as kindergarten directors.

At the annual commencement last June there were forty-nine graduates of this college. Five received the degree of Bachelor of Arts in Education. These graduates completed a four-years college course, which included the course in training for kindergartners in the Cincinnati Kindergarten Training School. Forty graduates received the Teachers' Diploma in Elementary Education, receiving at the same time the degree of Bachelor of Arts, conferred upon recommendation of the faculty of the College of Liberal Arts. Four received the Teachers' Diploma in Art, after the completion of a two-years course, in which the public schools, the Art Academy, and the College for Teachers all contributed a part.

The total enrollment in the College for Teachers at this date is three hundred and seven, an increase of thirty-one over the enrollment at this time last year. Thirty-six are graduate students, and most of these are teachers in the schools of Cincinnati or vicinity. Forty-eight are classified as seniors in the College of Liberal Arts, but they are giving their time this year almost entirely to the study of education, involving thirty hours of practice teaching during the year. Twenty-five are juniors, although juniors are not to be regularly admitted to the College for Teachers until the beginning of the academic year 1915-1916. This accounts for the seemingly small number of juniors. After this year, however, the number will be largely increased. Eight are students in the course in art for teachers, twenty-one are students in the courses for kindergartners, twenty-nine are students in courses for teachers of the household arts, and one hundred and forty are teachers in the schools of Cincinnati and surrounding territory.

As in the past, the number of students in this college will continue to be dependent upon the enrollment in the College of Liberal Arts, and the large increase in the number of freshmen this year foreshadaws an increase of attendance on the part of those who expect to become teachers. There is a freshman class in the College of Liberal Arts of two hundred and eighty-three this year as compared with a class of one hundred and forty-seven in 1905, and in the course of a few years the number of graduates from the College for Teachers will be increased at least fifty per cent. The statistics for the past nine years show that between fifty and sixty per cent of those who graduate from the College of Liberal Arts expect to enter the profession of teaching.

The past year has witnessed for the first time a successful attempt to provide opportunities for practical work in high schools for college graduates who wish to qualify for positions in high schools without spending several years in teaching in the elementary schools. There are eight in the class this year who expect to complete the requirements for a Teacher's Diploma in Secondary Education. The plan is working successfully, and will prove even more satisfactory with the addition of courses in the teaching of the various high school subjects, given either by members of the University staff or by teachers regularly engaged in the high schools of this city. Only a few of such courses are now provided, but others are to be added as soon as suitable persons can be found to give them. The question of having room-teachers become more actively identified with this work of training is under consideration, and the whole matter will be made the subject of a special report.

THE FUTURE.

So long as the College of Liberal Arts was willing to give but a small amount of credit for practice teaching this necessary part of the professional training of a teacher was reduced to a minimum. In the future this work should be increased at least fifty per cent. It is also important that the work of teachers should have critical supervision during the first year after appointment, so as to decide the question as to whether a teacher should be retained in the service. This cannot be done, however, without the addition of one or two expert critics.

The work of the department of the history and principles of education is now conducted by the dean of the college, who has increasing administrative duties which might well claim all of his time. For several years, in the absence of a department of educational administration, he has sought to provide some opportunity for instruction in this field for advanced students in addition to his other duties. This year he has two classes in the history and principles of education, one containing seventy-six and the other sixty-five members. He cannot subdivide these classes, nor can he have time to read the papers of students, and without such papers he has no way by which he may be sure that students are doing a desirable amount of outside reading parallel with the lectures. In my judgment, he should be relieved of the work in the department of the history and principles of education altogether, and be permitted to devote himself to a more satisfactory administration of the affairs of the college, while conducting such courses in educational administration as his other duties will permit.

I am convinced that the time has arrived for an extension of the work of the college in the directions indicated, but I do not see how this can be possible without the additions suggested. The additions and changes proposed are necessary in order to give to this college a more commanding position in the educational system of this city. If the work of the college were merely that of giving class-room instruction in educational subjects, no large staff would be necessary; but out situation calls for a vast amount of outside work,—important work, and work which takes time, and which is everywhere needed to make the inside work full of significance and practically valuable. This college is located in the very midst of a great laboratory which ought to be utilized in the fullest possible way,

Respectfully submitted,

W. P. Burris,
Dean.

HIGH SCHOOLS

REPORTS OF PRINCIPALS

REPORT OF SUPERVISOR OF COMMERCIAL DEPARTMENT

REPORT OF CO-ORDINATOR CO-OPERATIVE COURSE

INDUSTRIAL EDUCATION

HUGHES HIGH SCHOOL

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—I herewith present the following report of Hughes High School for the school year 1913-14:

Table I.

Course	Total Enrollment			Average Daily Attendance			Number Remaining		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A-GRADE									
General and Classical	82	68	150	70.5	62.4	132.9	77	65	142
Domestic Science	......	35	35	......	33.9	33.9	......	35	35
Manual Training	39	......	39	36.8	......	36.8	39	......	39
Commercial	14	15	29	13.8	13.7	27.5	14	15	29
Art and Music	......	5	5	......	4.5	4.5	......	5	5
Total	135	123	258	121.1	114.5	235.6	130	120	250
B-GRADE									
General and Classical	68	73	141	68.5	63.2	131.7	59	60	119
Domestic Science	......	41	41	......	37.8	37.8	......	38	38
Manual Training	42	......	42	36.9	......	36.9	33	......	33
Commercial	37	17	54	32.4	17.4	49.8	31	17	48
Art and Music	......	3	3	......	2.9	2.9	......	3	3
Total	147	134	281	137.8	121.3	259.1	123	118	241
C-GRADE									
General and Classical	103	84	187	89.0	72.2	161.2	89	71	160
Domestic Science	......	112	112	......	98.7	98.7	......	92	92
Manual Training	82	......	82	73.4	......	73.4	68	......	68
Commercial	66	43	109	60.4	37.4	97.8	58	33	91
Boys' Co-operative	19	......	19	17.4	......	17.4	16	......	16
Art and Music	2	4	6	1.2	2.9	4.1	1	3	4
Total	272	243	515	241.4	211.2	452.6	232	199	431
D-GRADE									
General and Classical	105	86	191	92.7	73.6	166.3	92	71	163
Domestic Science	......	158	158	......	139.9	139.9	......	135	135
Manual Training	122	......	122	105.4	......	105.4	100	......	100
Commercial	115	110	225	99.9	96.1	196.0	88	86	174
Boys' Co-operative	39	......	39	36.0	......	36.0	33	......	33
Girls' Co-operative	......	51	51	......	40.4	40.4	......	32	32
Art and Music	1	11	12	1.0	9.1	10.1	1	9	10
Total	382	416	798	335.0	359.1	694.1	314	333	647

ATTENDANCE.

NUMBER IN CLASSES	Total Enrollment	Number Belong
A-Grade	258	241.4
B-Grade	281	267.4
C-Grade	515	467.7
D-Grade	798	714.5
Total	1,852	1,691.0

NUMBER IN COURSES	Total Enrollment	Number Belong
General and Classical	669	610.0
Domestic Science	346	320.4
Manual Training	285	258.8
Commercial	417	382.5
Boys' Co-Operative	58	54.6
Girls' Co-Operative	51	42.1
Art and Music	26	22.6
Total	1,852	1,691.0

SUMMARY OF WITHDRAWALS.

BY CLASSES	Boys	Girls	Totals
A-Grade	5	3	8
B-Grade	25	16	41
C-Grade	40	44	84
D-Grade	68	83	151
Total	138	146	284

BY COURSES	A	B	C	D	Totals
General and Classical	8	23	27	28	86
Domestic Science	0	3	20	23	46
Manual Training	0	9	14	22	45
Commercial	0	6	18	51	75
Boys' Co-Operative	0	0	3	6	9
Girls' Co-Operative	0	0	0	19	19
Art and Music	0	0	2	2	4
	8	41	84	151	*284

Withdrawals, first half	124
Withdrawals, second half	147
	*271

*Some of the 284 were re-entered.

CAUSES OF WITHDRAWALS.

To enter business (pupil's desire)	45	
To enter business (parent's desire)	7	
To enter business (by necessity)	17	
		69
Sickness		63
Needed at home (mostly girls)		32
Removal from city		27
To enter another school		22
Failure in studies		17
Dislike of studies		13
No reason assigned		10
Absent from June examinations		7
By order of Truancy Department		4
By request (truancy, etc.)		5
To work and attend night school		3
Failure to study desired subjects		2
To attend University of Cincinnati		1
Death		1
Ran away from home		1
Absent too much and consequent failure		1
		*278

*Seven gave more than one reason for withdrawal.

CO-OPERATION OF DOMESTIC SCIENCE DEPARTMENT WITH THE LUNCH ROOM.

For the first time in our school there has been worked out a practical scheme of co-operation between the girls in our regular cooking classes and the lunch room, the results of which have been very satisfactory. We give below a complete statement of this co-operation. The criticism is frequently made that the girls in the cooking classes do not have experience in making articles of food in sufficient quantity to receive practical benefit from their efforts. It will be seen how completely this work meets such criticism.

A-GRADE. *Teacher, C. M. Pierson.*

Sept. 29	—Scalloped Potatoes	90	servings
Sept. 29	—Cabbage au gratin	60	servings
Oct. 7	—Egg Timbales with white sauce and peas	75	servings
Oct.	—Rice with cheese	68	servings
Nov. 10	—Plum Puddings	30	lbs.
Dec. 5	—Orange Marmalade	20	lbs.
Feb. 11	—Mince Meat	24	qts.
Feb. 17	—Apple Conserve	100	servings
Feb. 24	—Doughnuts	17	dozen
Feb. 27	—Devils Food	72	pieces
Mch. 3	—Veal Croquettes	54	
Mch. 10	—Raisin Bread	8	large loaves
Mch. 31	—Philadelphia Buttered Buns	17½	dozen
Apr. 8	—Rice Croquettes with Cheese Sauce	180	
Apr. 22	—Cakes (Lord Baltimore, Lady Baltimore, Sunshine, Devils Food)	118	pieces served

B-GRADE. *Teacher, C. M. Pierson.*

Sept. 26	—Egg Salad—Salad Dressing	60	servings
Oct. 17	—Baked Custard with Caramel Sauce	63	servings
Oct. 22	—Rice with Cheese	98	servings
Oct. 28	—Rice with Cheese	126	servings
Nov. 11	—Delmonico Pudding	79	cups
Nov. 19	—Floating Island	74	servings
Jan. 14	—Scalloped Tuna	56	servings
Jan. 21	—Scalloped Beef	114	servings
Feb. 18	—Rochester Gingerbread	68	servings
Mch. 4	—Baked Hallibut with Tomato Sauce	34	servings
Mch. 27	—Boston Brown Bread	28	pounds
May 1	—Boston Brown Bread	10	pounds

C-GRADE. *Teacher, J. Eva Nevison.*

Sept. 26	—Egg Salad	60	servings
Oct. 24	—Baked Custard	57	servings
Apr. 9	—Baked Corn and Tomatoes	82	servings
Apr. 17	—Sandwiches	400	
Apr. 17	—Salads	70	

D-GRADE INDUSTRIAL. *Teacher, J. Eva Nevison.*

Apr. 1	—Baked Custard	96	cups
Apr. 6	—Baked Custard	91	cups
Apr. 8	—Salad Dressing	5	quarts
Apr. 8	—Apple Sauce	75	servings
Apr. 15	—Apple Sauce	75	servings
Apr. 17	—Salad Dressing	3	quarts

COMMERCIAL COURSE.

Student	Firm	Time	Amount Earned
Blitz, Ada	Procter & Gamble Co	8 weeks	$24 00
Brosnan, Kathleen	Procter & Gamble Co	4 weeks	11 50
Grote, Sylvester	Procter & Gamble Co	4 weeks	12 00
Imsande, Esther	Chamber of Commerce	4 weeks	12 00
Jenz, Charles	Procter & Gamble Co	6 weeks	18 00
Knab, Esther	Prof. Tawney	11 weeks	23 25
Knopf, Ruth	Prof. Tawney	8 weeks	16 00
Lepper, Cecil	University of Cincinnati	12 weeks	35 00
Petersen, Rose	University of Cincinnati	9 weeks	16 75
Sandman, Charlotte	Office Supt. of Schools	8 weeks	28 00
Sudbrink, Ella	University of Cincinnati	12 weeks	39 20
Westerhelweg, Arthur	Prof. Cox	11 weeks	33 00
			$268 70

A report has been made to you previously on the work of this department. However, as it is fitting that it be given in this connection, I submit herewith a statement which was made for me by Mr. Garbutt, the supervisor of the commercial department:

"A plan of co-operation with business houses for the A-Grade pupils taking the commercial course was started the second half of the school year, 1914.

"The plan, as carried out, in the main is as follows: The program of studies for these pupils was so arranged that the technical studies, bookkeeping and shorthand, came in the afternoon and the academic studies in the morning. The pupils taking part in the plan were permitted to leave school at noon and report at the place of assignment for work. The pupil would thus continue for a two-week period, then another pupil would be assigned to take his place. They would alternate then two weeks full time in school and two weeks part time in an office. By this plan the pupils did the full amount of academic work required and at the same time gained valuable office experience.

"At the end of each two-week period a report was required from the employer of each pupil as to the efficiency of the work performed during that period. The pupil was given credit for this report on the class room teachers' record, rating excellent 90 to 100, very good 80 to 90, good 70 to 80.

"The employer was given also an opportunity on the report to offer any suggestions that would better prepare the pupil for the work that he was undertaking. The pupil is paid for the work at the rate of fifty cents per each half day's work.

"Out of the sixty-seven pupils in the A-Grade of the two schools, thirty-one took part in the plan. Of the others, some had regular afternoon and Saturday jobs, and some needed the full time for school work in order to graduate.

"The plan worked out fairly satisfactory, the greatest difficulty being to place the pupils where they would get the kind of office practice that would be beneficial to them.

"The greatest value of the plan, to my mind, was the fact of greater interest and more serious effort shown by the pupils who took part in it in their school work.

"The success of the plan is shown in the fact that 87½% of the pupils who worked in the regular business houses have been permanently employed by them at good salaries for beginners.

"To the business houses and individuals who, by their interest, patience, and willingness to co-operate with us in the development of the plan, is due the greater portion of the credit for its success."

Parents' Day.

This was a day of great interest, the purpose being to interest our pupils in the actual work of the school. Classes were conducted in many subjects; there were illustrated talks in history and in civics; the shops were in full operation, and the girls in sewing, hat making, and cooking classes were illustrating their work; in the auditorium there were illustrated talks and musical numbers by the orchestra and glee clubs. The Latin exhibit proved of great interest, a great majority of the cards in this exhibit being prepared by the commercial department.

In the evening lunch was served to parents and friends, the articles of food being the same in price and amount as are served to our students at the regular lunch hour. About twelve hundred partook of this lunch.

As nearly as we could estimate, the attendance for the day was about four thousand. The chief value of it all was that the parents had an opportunity to meet the teachers of their children. This acquaintance and better mutual understanding proved exceedingly helpful.

Respectfully submitted,

E. D. Lyons,
Principal.

WOODWARD HIGH SCHOOL

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—I have the honor to submit the following report of the attendance in Woodward High School during the year 1913-1914.

The enrollment by grades was as follows:

A-Grade	218
B-Grade	257
C-Grade	403
D-Grade	732
Graduate students	9
Special students	30
Total	1,649

The graduate students consisted of boys and girls who were deficient in entrance credits to the University. Many of them found it necessary to remain only one-half the year.

The special students consisted of boys who, though of high school standing, were, for convenience, assigned to our building. They were boys who, for various reasons, had lost interest in the so-called academic subjects; they were, however, still below the age at which they could legally leave school. In order to keep them employed profitably and in such a way as to keep up their interest they were given a large amount of work in manual training, together with such academic work as had an intimate connection with their manual work.

The enrollment by courses is shown by the following table:

	General	Classical	Domestic Science	Manual Training	Commercial	Boys' Co-operative	Girls' Co-operative	Art	Music	Graduate	Special	Totals
Graduate and Special...	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	30	39
First year	135	.....	129	94	212	64	84	5	9	.....	.....	732
Second year	98	5	66	62	89	32	41	4	6	.....	.....	403
Third year	86	5	31	45	58	20	10	1	1	.....	.....	257
Fourth year	70	3	40	32	37	13	18	4	1	.....	.....	218
Totals	389	13	266	233	396	129	153	14	17	9	30	1,649

The number remaining at the close of the year is shown by the following table:

	General	Classical	Domestic Science	Manual Training	Commercial	Boys' Co-operative	Girls' Co-operative	Art	Music	Graduate	Special	Totals
Graduate and Special...	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	27	30
First year	102	.....	92	76	178	45	63	4	6	.....	.....	566
Second year	81	5	52	37	74	27	36	3	5	.....	.....	320
Third year	75	5	29	35	55	19	9	1	1	.....	.....	229
Fourth year	66	3	40	30	37	13	18	4	1	.....	.....	212
Totals	324	13	213	178	344	104	126	12	13	3	27	1,357

A-Grade withdrawals..................	6	2.7%
B-Grade withdrawals..................	28	10.8%
C-Grade withdrawals..................	83	20.5%
D-Grade withdrawals..................	166	22.6%
Post Graduate withdrawals.............	6	70%
Special withdrawals	3	10%
Total	292	

We have added several new features this year, viz., a course in Agriculture, a course in Salesmanship and a special course in Piano Lessons.

These courses are not so difficult to produce now as they would have been if we had not already had the machinery of the various co-operative courses in motion. They, therefore, do not add materially to the complexity of the school. They are most valuable for the reason that they are fulfilling the idea that in a cosmopolitan high school we must present the different phases of activities of life.

We have nothing to report on the success of these courses this year as they are still in an experimental stage.

Respectfully submitted,

Pliny A. Johnson,
Principal.

MADISONVILLE HIGH SCHOOL

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—The opportunity was granted to the Madisonville School this past year of working out the experiment of differentiated courses in the elementary grades. In doing this the "Six and Six" program was evolved for that group of children above the sixth grade designed as "mentally alert." The statistical tabulation at the close of the report is based on this "Six and Six" classification of the high school.

There are several elements which have entered into this experiment pertaining to the high school that have aided in the success attained. The school is a unit plant or a plant that begins with the kindergarten and continues throughout the four years of high school. The co-operation between school and community is well enough established to allow experimentation without unjust or over-harsh criticism. The elementary school is large enough to allow differentiation of courses to the benefit of the individual, which may still be economical from the taxpayer's standpoint. The cost was practically negative. The equipment of the high school was utilized, entailing no additional expense. The classes passed to and from the elementary and high school buildings.

One great factor in this work was the *esprit de corps* in evidence in both the elementary and high school buildings. There was a remarkable spirit of unity in working out the experiment. Each corps felt that the experiment itself was too valuable to be marred either by red tape or small considerations. The seventh-year pupils did all of their work in the elementary school with the exception of their language. The eighth grade pupils did their language, including English, mathematics and general science, in the high school building. The remaining part of the work was done in the elementary building.

The aims of the "Six and Six" plan according to this organization are as follows:

(a) Economy of time for the "mentally alert" child.

(b) A better adaptation of the subject matter to the psychological development of the child. New subjects are taken when the memory and enthusiastic periods are at their best stage of development, especially seen in the English and foreign language work.

(c) A better language foundation is given on account of the length of time expended and the comparative view of the grammar formations.

(d) Placing the moral obligation upon the mentally alert child to do more than the child with a sluggish or even normal mind.

(e) Development of the power of ready grasp and concentration.

(f) The natural development of the child with others of his own physical age. For instance children of a certain physical development but larger mental capacity are still associated with those of their own age. The enriching of a school program to suit the mental development of the child does more for the individual child than do the so-called "rapidly moving classes," which results in the removal of the child from children of his own physical development.

For a school in a community such as Madisonville, and where there is a unit plant, it appears that the differentiated courses, which include the Six and Six High School plan, better serve the pupils and patrons than does the so-called "Junior High School" plan. The relation between elementary and high schools is made so intimate that the child feels none of the stress of the change of system or method. The cost of tuition in the Junior High Schools is greater per capita—unless two expediencies are resorted to: First, teachers without college training; and second, a non-elective course of study, where the instruction must be for the class and not for the individual need of the pupil. A third reason which seems of great weight, is that the training under the plan used in this school is very much more democratic; the children taking courses according to their several abilities are working side by side and there is no class distinction or caste.

SEVENTH GRADE SCHEDULE

English	5	40-minute	periods
Geography	4	40	"	"
History	4	40	"	"
Arithmetic	4	40	"	"
Latin	5	40	"	"
Music	1	40	"	"
Spelling	3	25	"	"
Art	1	60	"	"
Gymnasium	2	45	"	"
Manual Training and Domestic Science	1	90	"	"

EIGHTH GRADE SCHEDULE

English	4	45-minute	periods
Geography	2	45	"	"
History	4	40	"	"
Mathematics	4	45	"	"
Latin	4	45	"	"
Music	1	45	"	"
General Science	5	45	"	"
Art	1	60	"	"
Gymnasium	2	45	"	"
Manual Training and Domestic Science	1	90	"	"

SEVENTH GRADE OUTLINE

English as outlined in the Cincinnati Course of Study, especial emphasis being laid on the dramatic side, with the entire elimination of grammar.

Geography as outlined in "Course of Study," the social and industrial sides being emphasized.

History—American History, Colonial and Revolutionary Periods, considerable collateral work with reports being used.

Arithmetic—Subjects taken as outlined in "Course of Study."

Latin—Developed parallel with English Grammar—and work only up to the Infinitive taken—conversational method largely employed.

EIGHTH GRADE OUTLINE

English as outlined in "Course of Study," the year's work being covered by February. For the second half of the year a modified form of first year high school English is used: Myths of the North Lands, Little Shepherd of Kingdom Come, Master Skylark, etc. Composition is based on reading and matters of interest to the student.

Geography—United States from a commercial standpoint.

Mathematics—General Review; especial attention being given to mental analysis. Algebra through factoring in high school text.

Latin—From Infinitive through sentence structure, short stories and fables read.

General Science—A two years' course in General Elementary Science. The first part includes the study of common phenomena met with in general physical environment. This is followed by an introductory study of plant and animal life, leading finally to the consideration of the highest type of animal—man, and the problem of human welfare.

It is the purpose of the course to stimulate "uncommon thinking about common things."

Unity in development and presentation of the natural phenomena is secured by means of the logical connection existing between the topics which compromise the course.

There have been great gains in the regular high school work which ought to be mentioned. In the chemistry and physics departments the classes have been divided on the basis of sex. This was done because the normal boy has had more scientific experiences and more experience with machinery than has the girl. The work was too easy for the boy which was within the experience of the girl. The per cent of failure has been decreased, while the number of girls electing science has been increased. The courses have been strengthened because individual needs are being better served.

The equipping of a regular botanical laboratory and the assigning of a regular botany instructor to the school have been of great benefit. The awakened interest in agricultural in the State has brought forth a larger demand for botany in the high school.

The question which is continually forced upon us is, "Ought botany to be a first-year science?" A great deal of discussion has been had on this subject. It would be a great pleasure to the school if botany could be placed on the same footing as physics and chemistry, that is—made an elective for the third or fourth year, and substitute general science, civic biology, or some kindred subject for first-year science. It is strongly recommended that permission be given to try out some elementary science in the first year of high school.

There is a growing demand in the school for commercial work. This is from two sources—young people who desire to take a full commercial course, and secondly, those who want to know enough of stenography and typewriting to aid themselves in their regular work. The demand has become so universal for reports, thesis, business correspondence, etc., to be transmitted on a typewritten page, that it appears one's general education is incomplete without this knowledge. The demand is increasing to such an extent that it ought to be recognized.

The same argument might be used for work in the domestic science and manual training departments. Pupils whose plans for the future will not from an economical basis allow them to spend ten hours a week for four years in either of these departments, need some training along these lines for their general development. It is recommended that instructors be granted enough time to work out such courses in domestic science and manual training departments whereby pupils can acquaint themselves with the work and gain an understanding of the underlying principles. It would be appreciated if a course could be worked out for pupils desiring it, covering four periods a week, two periods to be given during regular school hours and two after.

The outside activities of the school have done much to place the instructors and pupils in an intimate relation. Both sides realize better the other's standpoint, and also that each is human. The spirit of fair play seen in the athletics has been brought about by the relationship and companionship of the fellows and the instructor in charge. The informal conferences after practice on field and in locker room have been beneficial to the whole school.

The girls' dramatic club has done for the girls what athletics has for the boys. Membership in the club can only be maintained on the same scholarship and conduct basis as that required of the boys in athletics. The girls look out for the weak sister, who is likely to drop down in her daily work and yet is needed in the play.

The best and most wholesome influence for self-government that has been felt in the school is the ideal set up by the fellows of the Philologian Debating Club. The name in the school means enough that the fellows want to belong. The boys act as their own censors as to who is eligible for membership, and keep a rigid hold on every member who has been admitted. Without being the primal object of the club, school loyalty has become the dominant note. The boys correct and fine their members for conduct and non-fulfillment of duties. They have done two constructive pieces of civic work this past year. At Christmas time they assisted the Associated Charities in caring for forty families, and in April they had entire charge of the "Clean Up Campaign" in Madisonville.

The subject of music has been greatly enriched and vitalized this past year. The Board of Education provided the means for establishing a school orchestra. Good hard work has been done by these ambitious young musicians. Eleven pupils have elected the "Music Course" for the coming year. It is especially recommended that enough time be granted the instructor of music so that a glee club for both boys and girls can be established.

	Seventh Year	Eighth Year	Ninth Year	Tenth Year	Eleventh Year	Twelfth Year	Total
General:							
Boys	17	10	21	12	17	12	89
Girls	16	18	26	12	21	27	120
Manual Training:							
Boys	.....	.....	20	9	.....	.....	29
Domestic Science:							
Girls	.....	.....	26	17	.....	.....	43
Art	.....	.....	.....	.....	.....	.....	.....
Total	33	28	93	50	38	39	281
Withdrawn by transfer:							
Boys	1	1	.....	.....	.....	.....	2
Girls	1	2	1	.....	.....	.....	4
Withdrawn for work:							
Boys	.....	.....	8	.....	1	.....	7
Girls	.....	.....	4	1	.....	.....	5
Withdrawn on account of failure in work:							
Boys	.....	.....	1	1	.....	.....	2
Girls	.....	.....	1	.....	.....	.....	1
Withdrawn on account of ill-health:							
Boys	.....	.....	.....	.....	.....	.....	.....
Girls	.....	.....	1	2	.....	.....	3
Total withdrawn for all causes	.....	.....	.....	.....	.....	.....	24
Tardiness:							
Boys	.....	.....	1	.....	5	1	7
Girls	.....	.....	.....	.....	.....	.....	.....
Total	.....	.....	.....	.....	.....	.....	7

A-Class enrolled 39, graduated 39. (Howard Low had been with this class four years in high school, but received only 14 units; and although not granted a diploma, was on his record given an opportunity to enter Co-operative Course in the University. His work was all good, but for personal reasons he refused to take a foreign language.)

B-Class enrolled 17 boys; 16 advanced to the A-Class without condition. One overaged pupil who had been in the high school five years withdrew in February to work. Enrolled 20 girls; 18 advanced to the senior class without condition, 1 conditioned in German, 1 withdrew in February on account of sickness in family.

C-Class enrolled 27 girls; promoted 23 to the junior class, 3 girls conditioned in geometry, 1 girl moved to Kentucky, 1 withdrew on account of sickness, 1 went to work. Twenty-one boys enrolled in the C-Class; 16 advanced to the junior class, 2 failures, 2 conditioned in one subject, 1 withdrew in order to work. (One of the two failures was transferred to the school in February from Norwood High School with a poor record.)

D-Class enrolled 51 girls; 35 passed regularly, 4 withdrew and 2 were transferred), 3 conditioned in algebra, 7 failed. (Of the pupils failing, 2 were Patterson graduates, 1 from the Catholic school, 1 from Madisonville, 3 from the Luthern school.

Causes of withdrawing: One withdrew on account of poor record (will return next fall); 3 withdrew on account of reaching the age limit provided by law.

D-Class enrolled 38 boys; number promoted regularly 21, condioned 5, failed 3 (Patterson graduates), number withdrawn 9—1 on account of sickness, 8 to go to work.

39	graduated.
132	promoted.
14	conditioned in 1 study.
12	failed to receive 60 in more than two subjects.
16	withdrew.

Respectfully submitted,

C. M. Merry,
Principal.

PLEASANT RIDGE HIGH SCHOOL

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—In response to your request I herewith submit the following report:

This is a community school located on the outskirts of our city and operated in connection with our elementary school. Thus our children are enabled to pass from our kindergarten to our municipal university without having to leave their own local environment.

In addition we offer the privilege of secondary education to all worthy young people living beyond the confines of our city, and have relatively a large number in attendance as contributing students. For this reason, principally, the net per capita expense of maintaining the school is low.

The total number of rooms in our *two* buildings, which may be used for class-room purposes, is twenty. To this number should be added our manual training room, domestic science room, physical laboratory, library, auditorium, lunch rooms, play rooms, and storage rooms; in all thirty-eight. Of these, four class rooms and the physical laboratory are used exclusively for high school purposes, while the auxiliary rooms are used in common with the elementary students.

Our enrollment was 109; the largest in the history of the school. This is small compared with our larger schools, but relatively large when compared with our total enrollment—about one in five of our students was a member of the high school. About fifty per cent of our graduating class will enter college in September.

All students took the general course of study, and in addition were required in the first year to take two periods a week during the year of manual training or domestic science. While second-year students were required to take one period.

As a result of an appropriation of funds for the purchase of musical instruments, we were enabled to organize an orchestra and a girls' glee club, both of which did excellent work after the regular school hours and are destined to become a very profitable as well as useful and entertaining accessory of our school. Next year we hope to furnish *all* the music for our local commencement exercises.

During the year our school actively co-operated with our local Welfare Association and Mothers' Club in securing the necessary funds for the expense of grading and fitting up athletic grounds on a part of a tract of land of nearly ten acres recently acquired by our Board of Park Commissioners. These grounds are located within five minutes' walk of the school, and will, beginning with next year, furnish an admirable field for all school athletic events.

Our work in manual training and domestic science should be extended to enable all students, who elect to do so, to earn two university credits during their four years.

Respectfully submitted,

T. L. SIMMERMON,
Principal.

COMMERCIAL DEPARTMENT

REPORT OF SUPERVISOR

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—A plan of co-operation with business houses for the A-Grade pupils taking the Commercial Course was started the second half of the present school year.

The plan as carried out, in the main, is as follows: The program of studies for these pupils was so arranged that the technical studies, bookkeeping and shorthand, came in the afternoon and the academic studies in the morning. The pupils taking part in the plan were permitted to leave school at noon and report at the place of assignment for work. The pupil would thus continue for a two-week period, then another pupil would be assigned to take his place. They would alternate then two weeks full time in school and two weeks part time in an office. By this plan the pupils did the full amount of acedemic work required and at the same time gained valuable office experience.

At the end of each two-week period a report was required from the employer of each pupil as to the efficiency of the work performed during that period. The pupil was given credit for this report on the class-room teacher's record, rating excellent 90 to 100, very good 80 to 90, good 70 to 80.

The employer was also given an opportunity on the report to offer any suggestions that would better prepare the pupil for the work that he was undertaking.

Out of the sixty-seven pupils in the A-Grade of the two schools, thirty-one took part in the plan. Of the others, some had regular afternoon and Saturday jobs, and some needed the full time for school work in order to graduate.

The plan worked out fairly satisfactory, the greatest difficulty being to place the pupils where they would get the kind of office practice that would be beneficial to them.

The greatest value of the plan, to my mind, was the fact of greater interest and a more serious effort shown by the pupils who took part in it in their school work.

The success of the plan is shown in the fact that 87½ per cent of the pupils who worked in a regular business house have been permanently employed by them at good salaries for beginners.

To the business houses and individuals, who by their interest, patience, and willingness to co-operate with us in the development of the plan, is due the greater portion of the credit for its success.

The tabulated results herewith attached gives the results in detail.

WOODWARD HIGH SCHOOL.

Student	Firm	Time	Amount Earned
Askren, Norma	American Book Company	10 weeks	$30 00
Doran, Marie	Procter & Gamble Co	8 weeks	24 00
Dittus, Herbert	Procter & Gamble Co	1½ weeks	4 50
Ganzert, Hazel	Procter & Gamble Co	6 weeks	18 00
Harper, Mabel	University of Cincinnati	2 weeks	6 00
Koch, Jacob	Procter & Gamble Co	11 weeks	33 00
Levitch, Jennie	Chamber of Commerce	2½ weeks	7 50
Mitchell, Rosabelle	Office Supt. of Schools	10 weeks	37 50
Mittendorf, Ethel	Chamber of Commerce	4 weeks	12 00
McKie, Stanley	Procter & Gamble Co	10 weeks	30 00
Ortner, Sylvia	Hotel Sinton	8 weeks	45 50
Pernice, John	Procter & Gamble Co	2 weeks	6 00
Rollwage, Oliver	Baldwin Piano Co	6 weeks	18 00
Schaefer, Hilda	Remington Typewriter Co	10 weeks	30 00
Steffens, Mary	Krogers	2 weeks	6 00
Underhill, Grace	American Book Co	10 weeks	30 00
Tischler, Anton	Baldwin Piano Co	3½ weeks	10 00
Tower, Miriam	University of Cincinnati	2 weeks	5 00
Tower, Miriam	Hotel Sinton	2 weeks	6 00
Tower, Miriam	Hotel Havlin	1 week	3 50
Tower, Miriam	Procter & Gamble Co	8 weeks	24 00
Wise, Fred	Procter & Gamble Co	4½ weeks	13 00
			$399 50

HUGHES HIGH SCHOOL.

Student	Firm	Time	Amount Earned
Blitz, Ada	Procter & Gamble Co	8 weeks	$24 00
Brosman, Kathline	Procter & Gamble Co	4 weeks	11 50
Grote, Sylvester	Procter & Gamble Co	4 weeks	12 00
Ismande, Esther	Chamber of Commerce	4 weeks	12 00
Jenz, Charles	Procter & Gamble Co	6 weeks	18 00
Knab, Esther	Prof. Tawney	11 weeks	23 25
Knopf, Ruth	Prof. Tawney	8 weeks	16 00
Lepper, Cecil	University of Cincinnati	12 weeks	35 00
Petersen, Rose	University of Cincinnati	9 weeks	16 75
Sandman, Charlotte	Office Supt. of Schools	8 weeks	28 00
Sudbrink, Ella	University of Cincinnati	12 weeks	39 20
Westerhelweg, Arthur	Prof. Cox	11 weeks	33 00
			$268 70

EFFICIENCY REPORT.—SECOND-YEAR CLASS.

The pupils were asked to fill out a blank as follows:

1. Name.
2. Address.
3. Are you employed?
4. By whom?
5. Has your Night School Course increased your efficiency?
6. Has it increased your salary?
7. How much.

REPLIES

No.	Yes	No	Totals
3	216	32	248
4	...	...	...
5	219	21	240
6	92	156	248

7. It is difficult to tabulate the answers to this question, as some gave their answers in dollars and others in per cent. Of those who gave the answer in dollars the increase was from $1 to $4.50 per week, and of those who gave their answers in per cent the increase was from 10% to 50%.

NIGHT HIGH SCHOOL.

The Commercial Department of the Night High Schools has just finished a very successful year. A definite outline of each of the studies was made, and has been followed throughout the year. The results in the English studies has been especially satisfactory, because of the interest shown by the pupils in the required literature reading and in the suggested home reading. This is shown in the fact that there was less absence on the nights that this subject was given.

We have tried to develop as much "class" instruction as possible. By this plan a greater interest has been maintained, and, consequently, a better average attendance.

Two formal examinations in each subject has been given during the year, one at the end of each term, uniform examinations being given in each subject in all the schools.

Our effort, at all times, has been to raise the standard of scholarship as well as to increase the efficiency of the pupils.

We have succeeded during the year in placing a number of pupils in good positions.

The teachers in this department deserve great credit for their efforts in the work and their personal interest in the pupils.

Respectfully submitted,

IRVING R. GARBUTT,
Supervisor.

CO-OPERATIVE COURSE

REPORT OF CO-ORDINATOR

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—There were thirty-one boys in the A and B grade co-operative classes during the season of 1913-14. One of these boys spent the alternate week in school, taking again the work in which he had failed the year previous, thus enabling him to graduate with his class. The remainder worked in sixteen different shops, namely, one auto shop, one electrical tool shop, one specialty co., one clock co., one electrotype co., one iron works, one foundry, one equipment co., two pattern shops, five machine shops, and one at tool making at the U. S. Pipe Foundry.

Their rate of wages are voluntarily placed at 10c per hour or more by the employers, except at one shop, where they received 9c. In two shops they were earning 16c per hour at the end of the season, and in one getting premium besides. The average wages, not counting premium, was 12½c per hour for the season. A boy in one shop earned $12 per week at times. The receiving of too much money by the boys is discouraged for more reasons than one, the object kept in mind being the chance to learn more, rather than earn more, at this period of their lives. Their earnings for the school term was about $3,900, and altogether, with the first class graduating this year, the co-op. boys have earned, during the summers and school time, close to $5,000.

The largest number at any shop was three at the American Tool Works Co. In general the boys stayed at one place during the season. They gave satisfaction to their employers with two exceptions, one in which the boy was young and inexperienced, and in the other case he had trouble with his shop mates. In both cases they made good when changed to other shops. The employers in more than one shop asked for more boys than could be furnished them. The general report was that they were above the average of shop boys in every way.

The idea of having apprenticeship agreements with the employers was discussed but not taken up seriously, as most of the shops have no regular apprentice system, preferring to deal with the boys otherwise, as they say a boy cannot be held legally to fulfill his contract, and by good treatment they secure their object of holding him in their employ. Their conduct toward the boys, in the matter of giving them a chance to learn, has been uniformly good. In some cases a little pressure was necessary to get the boy moved on, but ordinarily the employers are heartily in favor of the work we are trying to do and see to it that the chance for securing information is given.

After the boys were placed in the shops they were visited once a week at first, and then once in two weeks during the season. A card index has been kept of these trips, and also weekly reports written by the boys themselves as to the work they were doing.

The classes in school were taken on shop trips, to machine shops, foundries, etc., each industrial class, from the D-grade up, having had at least three such trips. The industrial class teachers were also out twice to shops. They reported much interest aroused in the scholars, and much good done, as they used the information gained as subject matter for compositions, etc. Shop problems have been taken directly from the work being done by the scholars and used in the classes of shop mathematics, adding zest to the lessons according to the word of the teacher. The attempt has been made to co-ordinate the work of the shop and school in every way possible. Some successes have been gained along these lines and the information will be used to further the work during the coming season. Several trips were made to the University for the purpose of getting information and getting in touch with the work there.

During the summer the boys have been visited, and cheered along, some of the new ones in particular needing to have their backbone stiffened, on account of the heat, and their never having worked away from home, etc. Three quit their jobs without letting me know about it, and I have been to see them and their parents. Three who wanted to work this summer (I mean of the boys just entering the B-grade) I was unable to place, because they would take nothing but electrical work, which cannot be had at this time. The unions and hard times are the reasons. Five have recently been laid off on account of lack of work due to the war. They can be placed as soon as school starts.

As two of the boys intend to go to the University and study to become electrical engineers, the matter was taken up with the University authorities, and arrangements made whereby the boys will take a uniform course at the Bullock Electric Co., which is pursued by the other University students. This matter will also come up in the other branches and must be arranged.

There were twenty-five boys at Woodward and fourteen boys at Hughes, who passed from C to B grade, and fifty at Woodward and twenty-four at Hughes who passed from D to C grade this year in the industrial classes. The co-op classes will contain about fifty boys this coming season, showing a healthy growth.

It would seem that there should be half time classes in several departments of the school, at least in the commercial. One student in the class last season followed real estate work with his uncle, and while he said that the shop work made him able to repair the houses as well as rent them, nevertheless it would seem that a business course that would have enabled him to have half time for the practical end of the work would have been better. A doctor should be better for having had some experience in a drug store.

Respectfully submitted,

R. E. Blair,
Co-ordinator.

INDUSTRIAL EDUCATION—SCHOOLS OF MUNICH

PRELIMINARY REPORT

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—I submit herewith a preliminary report of the recent trip which I undertook at your request for the Board of Education of Cincinnati for the purpose of studying industrial education in Munich. A detailed account of my observations and conclusions will follow later.

My itinerary included the following cities: Bremen, Berlin, Potsdam, Dresden, Munich, Freising, Augsburg, Nürnberg, Fürth, Rothenburg, Würzburg, Frankfort, a. M., Cologne, in Germany; and Dover, Canterbury, London, Southport, Liverpool, in England. In ten of these cities I visited schools. Since the main purpose of the trip was to study conditions in Munich, I spent the greater part of my time there. Visits to other places were undertaken for the purpose of getting a perspective and of making comparisons with the Munich system, especially in view of the fact that opinions among German educators are not united in favor of the Munich plan.

The various branches of an educational system are so interrelated that a thorough understanding of one part is dependent upon a comprehensive view of all. For this reason I studied not only the industrial schools, but also the elementary and the higher schools as well.

The Munich system presents complications to an American observer because there is a lack of a unified plan. Some schools are administered by the city; some by the State of Bavaria; others by private philanthropic organizations under state control. Even the industrial schools within the city illustrate this division of effort.

The celebrated Continuation Schools are municipal institutions. Even to the maintenance of these, however, the state contributes to the extent of approximately one-half the entire expenses. Since many pupils who are educated in city schools are not able on account of change of residence to repay to the city by productive citizenship the debt which they owe, the state by financial subsidies wisely recognizes the service which the city renders to the larger administrative unit. This is a principle which our American states are beginning to recognize and which they ought to follow more generally in the future. For example, there seems to be no good reason why Cincinnati should be obliged to assume almost the whole burden of educating pupils who are later to be members of other communities. The problem of education is much more of a state and national problem than it was in the days when population was less mobile than it is now.

In Munich all children with but few exceptions are obliged to attend the elementary schools until the age of fourteen, unless they decide at the age of ten to enter a middle school, an institution whose function is to prepare students for entrance into the higher institutions. Those who enroll in a middle school anticipate either a six- or a nine-year course therein. At the end of the six-year course boys who succeed in securing a leaving certificate are entitled to the privilege of one year of service in the army instead of two or three years. This incentive of a shorter military service contributes in large measure to the popularity of the middle schools.

Those pupils who wish to enter the higher institutions (the universities and the technical high schools) are obliged to continue their course in the middle school until they have finished a nine-year course. The technical high school in Germany must not be identified with the American institution of the same name. The German technical high school is a scientific college of the highest grade. Its degrees are of equal rank with the degrees conferred by the university.

Pupils who have not decided at the age of ten to enroll in a middle school are compelled to continue their course in the elementary school to the age of fourteen. At the present time there is no outlet for a higher education for the pupils of this latter class. It is for these, therefore, that the school authorities of Munich have developed the Fortbildungsschulen. These schools, commonly called Continuation Schools, are improvement schools in a large sense, for they offer to apprentices, journeymen, and masters opportunities which they can secure in no other way.

Under the Bavarian law all children must attend school until they are sixteen years of age. The years beyond the elementary school may be spent in a continuation school. The law provides farther that those who are apprenticed to masters shall attend a continuation school during the period of their apprenticeship with the proviso that compulsory attendance shall not extend beyond the age of eighteen.

For many years Germany has had a system of *general* continuation schools; that is, a system of schools wherein pupils at the end of their elementary course were given instruction for three or four hours a week in purely theoretical studies. The particular contribution which the Munich schools under Dr. Georg Kerschensteiner have made to the cause of education lies in the transformation of the *general* continuation school into *specialized* schools with courses of instruction, including practical shop-work, adapted to the needs of the various trades. At the date of the last report (1913) there were fifty-four such special schools in Munich in addition to eleven general schools for the training of unapprenticed boys. Before these specialized trade-schools were established, thirty per cent of the boys were without a definite vocational choice at the time of leaving the elementary school. At the present time only seven per cent of the boys who leave the elementary school are without a definite choice.

Doubtless many mistakes are made by boys who definitely choose their life-work when they are only fourteen years old. However, the loss which the community suffers by errors of this kind must surely be much less than it would incur by allowing boys to drift aimlessly along through the years without that incentive to honest effort which comes only with the exercise of conscious power skilfully directed to definite ends. In the case of the German boy, any loss which may arise from a mistaken choice is further offset by the dignity which attaches to every kind of labor in Germany. By means of a thorough scientific study of every occupation, even the most menial of tasks is lifted to the plane of satisfied achievement. The German boy learns contentment and joy in his work. Nevertheless, it is to the interest of every community that few mistakes should be made. A wise system of prevocational training and of vocational guidance would do much to eliminate the errors which are incident to the present methods of vocational choice in both Germany and America.

The critics of industrial education fear that the cultural values which were conserved by the old program of studies will be lost in the new. These critics, ignoring the new conception of culture which modern life is gradually unfolding, insist upon a definition in terms of the humanities. The system of industrial education which Dr. Kerschensteiner is developing is founded upon a different theory of culture. He says: "All the ripest and most valuable knowledge that we possess comes to us through our calling. Where vocational training is conceived in a thorough-going spirit, it offers endless opportunities for the extension of our knowledge and of our powers. * * * A man's strongest emotions are always those connected with the attainment of the practical ends of life. If we foster such feelings in a pupil, we can win his confidence and make him take pride in his work. When once this is accomplished, we can make of him not only an efficient handworker, but a good man and a useful citizen."

Good citizenship is the ultimate aim of the Munich educational policy. "We are brought back," says Dr. Kerschensteiner, "to the final aim of all public education,—the *education of the citizen*, the education of the individual, not only that he may take his place in the calling he has chosen, and that he may be able to stand *independent by virtue of his work*, but also that he shall contribute to the *well-being of the body politic*. Only through the success of all can the free development of the individual be assured." The guiding principle, therefore, in the whole plan is to provide not a narrow *industrial education*, but the broadest possible *education for industrial workers*. To this end, all courses in the Munich Continuation Schools have a common core, an irreducible minimum of Religion, German Literature and Composition, and Civics. Instruction in these subjects accompanies the actual shop-work and the instruction in subjects which have a definite trade content. As an illustration of this union of practical and theoretical subjects, I append the program of studies of the schools for printers and typesetters:

Subjects of Instruction	Hours of Instruction					
	For Typesetters' Apprentices			For Printers' Apprentices		
	1st Class	2d Class	3d and 4th Classes	1st and 2d Classes	3d Class	4th Class
Religion	1	1	....	1	....	....
German Language, Composition and Reading	3	2	1	1	1	1
Mathematics and Bookkeeping	1	1	1	1	1	1
Foreign Languages	....	....	1	....	....	....
Hygiene, Civics and Industrial History	1	1	1	1	1	1
Drawing	2	2	2	2	2	2
Practical Instruction in Science of Materials, Tools and Machines	1	2	3	3	4	4
Total	9	9	9	9	9	9

In organizing this radical departure from accepted educational theory, Dr. Kerschensteiner at first met with strong opposition among the industrial organizations of the city on account of the entrance of the school into the domain of practical instruction which had formerly belonged exclusively to the masters. One by one, however, these organizations have realized the soundness of his views and the sincerity of his purposes, and all have now given him their enthusiastic support. In general throughout Germany the labor unions are active friends of the continuation schools. At present in Munich the associations of employers, the modern representatives of the medieval guilds, are equally responsive to the claims of the new system upon them. In my judgment, one of the greatest achievements of Dr. Kerschensteiner was his success in winning over to the support of the schools the great industrial associations,—that mass of organized effort which under his inspiration and leadership has become one of the great assets of public education. Representatives of the guilds and of the other associations of masters now serve on the consultative committees of the various schools. The guilds recommend suitable persons for appointment as instructors of the trades and they make contributions of tools, materials, and money towards the support of the practical work.

Germany has made remarkable progress in the direction of adapting her educational system to the needs of all kinds of pupils. *Adaptation* is a word that looms large in my mind when I review the latest German experiments. Some form of education is provided for almost every type of mind. And still the educational ideal is far away. The Germans themselves recognize their defects, and are working on to a point where they can take the next step. So far as Munich and Dr. Kerschensteiner are concerned, there are two things which are now pressing upon their attention. The first is the organization of industrial education for girls on a scale commensurate with that already provided for boys. The second is the organization of some kind of school which will provide an outlet into the realm of higher education for those boys who now find their way into the higher schools barred by the strictest rules of exclusion. In other words, Munich is working, just as Cincinnati is working, in the direction of the democratizing of education.

As this is merely a preliminary report, I shall reserve further details until a later time, when I shall hope to give an account of the various types of schools in Bavaria and to compare these with the Prussian schools as I found them in Frankfort a. M. and in Cologne. At the same time, I shall describe, also, some noteworthy English schools and compare them with those I found in Germany. Finally, I shall give some conclusions which have evolved as the result of my observations, and point out in some detail particular things which may be serviceable to us in Cincinnati.

In closing this report, I should like to pay a tribute of thanks to the many German teachers whose kindness made it possible for me to study their school system in so much detail. Everywhere I was received with the utmost courtesy and was given ample opportunity to fulfill the mission on which I was sent.

Respectfully submitted,

T. W. GOSLING.

DEPARTMENTS

REPORTS OF SUPERVISORS

German	Established	1840
Penmanship	"	1840
Music	"	1844
Physical Training . . .	"	1860
Drawing	"	1864
Manual Training . . .	"	1905
Domestic Science . . .	"	1905
Kindergarten	"	1905
Continuation Schools . .	"	1911
Social Centers	"	1913

REPORT OF SUPERVISOR OF GERMAN

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—Allow me to present a report concerning the teaching of German in the Cincinnati Public Schools up to date.

The need in education of a living language besides the vernacular is being emphasized more and more at the present time. Great as are the material advantages of a command of several languages, there are higher and nobler reasons for such an acquisition than mere utilitarianism. The study of foreign modern languages yields the means of an indirect as well as a direct mental discipline. The arguments against a bi-linguistic or a multilinguistic training are proven futile by investigations and are superseded by the demand of instruction in a foreign tongue for young children and in public schools.

The schools of Cincinnati were among the very first in this country to heed the plea. The introduction of German into the school curriculum occurred in September, 1840. Since then the department has increased and developed, until it has reached the foremost place among the school systems embracing the teaching of a second language in elementary classes.

The method of organization is unique and may well be explained here again. In the large schools there are provided for every two classes studying German and English two teachers, one in charge of the German, the other in charge of the English. The two teachers alternate, each having a class for the time of one afternoon and the following forenoon, and then assuming charge of the class previously taught by the other teacher. The time given to the German in such classes varies with local conditions, but nowhere exceeds nine hours per week, as the German teachers have to assume the teaching of drawing, of music and of primary manual work additionally in both classes. A German supervising assistant commonly teaches the higher grades, giving not more than one hour daily to each class, besides exercising general supervision. In smaller schools a German teacher teaches in all the grades, the time for each class naturally being much reduced. In the High Schools where the enrollment in the German department has enormously increased in the past few years, there are daily recitations of forty-five minutes each.

At the present time the German department numbers 175 teachers, there being 40 males and 135 females. The high standard of efficiency maintained is a source of gratification and certainly guarantees the continued securing of good results. It is taken to be absolutely necessary for the German teacher to have a perfect command not only of the structure of the foreign language, but a love for it and fluency in its use.

The schools are well supplied with excellent teaching apparatus and there is no lack of opportunities for the teachers to improve themselves by attending lecture courses and visiting one or the other during school time.

The formation of a "German Council," embracing members of the elementary classes, the High Schools and the University, for the study of problems, incident to the peculiar organization of the German department, will undoubtedly lead to good rsults.

It is a cause for congratulation to note the perfect harmony existing between the English and the German departments, speaking well for the true teaching spirit and the desire to accomplish the very best.

In closing I desire to express my sincerest appreciation of favors shown, taking them as an indorsement of my labors and those of my associates.

Respectfully submitted,

H. H. Fick,

Supervisor.

REPORT OF SUPERVISOR OF PENMANSHIP

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—The members of the Penmanship Department desire to express, through this report, their appreciation of the efforts of those grade teachers who have given their support in the effort to establish real, practical writing on the part of their pupils—writing done while the child is thoroughly at ease, thinking only of the matter under consideration, the mechanics of writing being unconscious or automatic.

Our grade teachers, gradually, are coming to understand that the day of calligraphy—beautiful, drawn script forms, used only during the time allotted to teaching penmanship, is passed. That style of penmanship which can be used during the writing drill alone is worthless and the thought of the writing department is not in harmony with its advocates.

We believe in teaching the children a style of penmanship that need not be changed to meet the demands of actual business in the future. We do not believe in forcing the children to write a slant style, which may be unnatural to many of them, as it is not the slant that makes writing good, nor do we believe in teaching a vertical style, as it is not the absence of slant that makes writing good, but, it is the evenness in slant, size and spacing.

We believe in teaching a simple, plain, yet graceful style of penmanship, and then permit the pupils to write the slant and the size which nature makes most easy for them. There is no more reason why children should be forced to write alike than there is for forcing adults to write alike. Experience has shown us that children do not need to write alike to write equally well; and, it is good writing we want, not any prescribed style or size, but, writing that can be used in spelling, language, geography, arithmetic lessons, and, eventually, in business, as well as in the copybook in school.

The health of the child is kept ever in mind and we constantly strive to establish correct hygienic habits of sitting at the desk, so that the children, unconsciously, will assume and maintain a truly healthful position whenever sitting at the desk or a table.

We hope to continue to teach real, live, legible, usable and, we might add, salable penmanship.

Respectfully submitted,

A. H. Steadman.
Supervisor.

REPORT OF SUPERVISOR OF MUSIC

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—I have the honor of submitting this my annual report of the music of the Public School for the year 1913-1914:

We welcomed into the teaching profession one of the best classes in music than ever came from the College of Teachers. These young teachers are already making thier influence felt and hundrds of children are as a consequence being benefited.

Death removed from our ranks Mr. William A. Rickel who had served the schools for twenty years. He was honest and faithful to his duties in the schools that were given to his charge.

The year 1914 was May Festival year and as has been our custom we abandoned the regular music work in four of our schools and directed the entire effort of the children to the preparation for that event. The entire work was done by Mr. Alfred Hartzel of the department. When the children of a community can sing a part in such a composition as the B minor Mass of Bach and enjoy it as these children did it has a tendency to force musicians and music lovers to respect the possibilities of the child in the music world.

The formation of a Piano Department in the High Schools has through your interest in it become a possibility and one hundred and thirty pupils of Woodward alone have expressed their desire to be enrolled in the class as students. The establishment of this class will do more towards standardizing the present piano teaching in this city—working as we will with the best teachers of the city whether they be in the Colleges or outside of them—than any thing that has heretofore been done. The crediting of orchestral work and glee club work has been received with great favor by the pupils and teachers of the High Schools. It has given to the teachers a hold upon their pupils that they never before possessed.

Appreciating your continued interest in all things of a musical nature in the city, and there are many of them.

Respectfully submitted,
WALTER H. AIKEN,
Supervisor.

REPORT OF SUPERVISOR OF PHYSICAL TRAINING

Mr. Randall J. Condon, Superintendent of Public Schools:

DEAR SIR—Herewith my report on the activities of the Physical Training Department for the school year 1913-1914. There has been very little change in the work of this department in the last year. In fact, the conditions have been practically the same as when I made my previous report.

THE TEACHING FORCE.

There are employed at the present time, besides the supervisors, thirty-one persons in this department as follows: Full time in the high schools, five teachers and four assistants. Part time in high school and part time in the elementary, three teachers. Sixteen teachers in the elementary and special schools, five of which are teaching only part time in the Physical Training Department. Three of the latter teach other subjects and two are employed fo three and three and one-half years per week, respectively. Eighteen of the teachers are resident, i. e., devote all their time to the school in which they are located, while thirteen itinerate, i. e., divide their time between several schools. Three schools, namely, the Rothenburg, Twenty-third District, and Avondale, should have resident teachers as soon as they can be secured.

I hope that before many years we will be able to employ enough teachers to make them all resident, because in the schools that are visited once a week, or every two weeks by a special teacher and where the class teachers, who on the whole are not prepared for this kind of work, are required to supplement the work of the special teacher, the results are not entirely satisfactory. If all the work of this department could be done by teachers especially trained for this purpose, the condition would be more nearly ideal.

Physical Plant.

Of the sixty-four school buildings in use, three schools have two gymnasiums each, twenty-nine schools have one gymnasium and thirty-two have none. Where the schools have a gymnasium, the pupils receive their instruction in two or three half hour periods in the gymnasium. If these were full hours instead of half hours, the time would be more nearly adequate and more nearly in proportion to some of the other subjects of the curriculum. In the schools having no gymnasium, the work is done principally in the class room. Some few teachers are brave enough to take their pupils into the school yard, whenever the weather permits, for their gymnastic lesson, but a vast majority cannot be induced to make use of this alternative, although all admit that the school room is not the proper place for this work, and certainly not for a game or a folk dance. Each member of the department is doing missionary work along this line and we hope eventually to transfer the physical training lessons to the great outdoors, away from the stuffy atmosphere of the class room, to where there is an abundance of fresh air and sunshine.

Four schools have playrooms equipped with apparatus. Thirty-two schools have some apparatus in the playgrounds, eight having as large an equipment as most of the Park Playgrounds. Unfortunately the most of this equipment is little used, indeed in some schools it is only used when the yard is open as a playground in the vacation. This is a waste of opportunity as well as of money and some means should be found of making the best possible use of this apparatus.

Manual.

The new manual prepared for the use of the teachers is meeting with much favor. The teachers speak very favorable of the material, much of which is very different from anything we have had heretofore, and they are especially pleased with the numerous illustrations which are placed along the margin of the page in such a way that the teacher may instantly connect the picture with the text. Also the collection of "Singing Games and Dances" which was furnished the primary teachers, is meeting with much favor. In the preparation of the Manual, as well as the Games and Dances, I had in view the fact that physical training should embody all of the various forms of activity and have tried to use them all as a means to an end, namely: to procure for the pupils an harmonious and symmetrical development, good posture and grace of movement. These cannot be attained by indulging in any one form of physical activity. Therefore I have given to each that measure of prominence which it deserves, irrespective of the great clamor for folk dancing. While we are willing to admit the value of dancing as a means to an end, I deny most emphatically that dancing alone will produce the desired result.

ATHLETICS.

The Public Schools Athletic League is an organization of school men who believe that the older boys should have more exercise than the school curriculum can offer. Therefore the league was organized in order to stimulate and encourage athletic sport and games outside of school hours. During the last year, through the courtesy of The Cincinnati Amateur Athletic Federation the league was given an opportunity to hold an indoor meet at the Armory, for which there were 531 entries. Under the auspices of the league, a number of setional and one championship field day were held. For these there was a total of 503 entries. During the fall a very successful series of games of Soccer Football were played, nine schools taking part, and finally, forty-two schools participated in a series of baseball games. In the Athletic Badge Test, 588 boys and 319 girls were successful. The question of grounds for football and baseball is one which is still causing a great deal of worry, although the Park Board is doing everything possible to supply the necessary fields.

The suggestion made last year in regard to class athletics is to be tried out during the coming year. As I have said before, this form of athletics will do more good to the individual pupils of the schools than the championship athletics that we have had heretofore. In class athletics we reach all pupils, even the weakest. In championship athletics, only those who are already physically so well developed, that it is a question as to whether further stimulation is necessary or even desirable, while the weakling is thrust aside and permitted only to admire and to cheer the prowess of his more fortunate schoolmates.

To give an idea of the "Athletic Spirit" in our schools I am appending a tabulation (Table I) made by Mr. Stewart, Chairman of the Games Committee. From this tabulation it will be seen that three schools took no part; three took part in the Badge

Test only; four were in the field meets only; eight played baseball, but took no part in any of the other activities, while only seven entered for every form of athletics offered.

TABLE I.

Schools	Button Test	Baseball	Soccer	Indoor Meet	Outdoor Meet
Dyer	56	D	D	Records could not be obtained	D
First District					
Sixth District	5	D			D
Washburn	15				D 6
Twelfth District		D			D
Twentieth District	18				D
Twenty-second District	74	D			D
Twenty-third District		D			D
Twenty-fifth District		D			
Twenty-eighth District	19				D
Thirtieth District	16	D			D 5
Avondale	43	D			
Bond Hill	6				
Bloom		D			
Carthage		D			
Central Fairmount					
Chase	8	D	D		D 2
Clifton					D
College Hill					D 4
Columbian	8				D
Douglass	75	D			D
Evanston	24	D	D		D
Fulton		D			
Garfield		D			
Guilford	2	D	D		D
Harrison					
Hartwell		D			
Highlands		D			
Hoffman	32	D			D
Horace Mann	1	D			D
Hyde Park	5	D			
Jackson		D			D
Kirby Road	46	D	D		D 5
Lincoln	9				
Linwood	29	D			
McKinley	10	D			D
Madisonville	7	D			D
Morgan	24	D			
Mt. Auburn	13	D			D
North Fairmount		D			D 3
Oakley					D
Oyler	5				
Peaslee	7				D
Pleasant Ridge		D			
Raschig		D			D 1
Riverside	81	D			
Sands	67	D	D		D
Sayler Park	6	D			D
Sherman	3				D
Vine		D			
Warsaw	10	D	D		
Washington	6	D			D
Webster					
Whittier	24	D			
Windsor	21	D			D
Winton Place	37	D			D
Westwood	77	D	D		D
Kennedy					D 4

Those marked with a capital D took part. Figures in last column show relatively small number from that school.

GIRLS' RECREATION LEAGUE.

The out of school recreation of the average school girl is very limited, partly as a result of the traditional connections and partly because of a lack of opportunity and especially lack of proper supervision.

To meet what I consider a real need, an effort is being made to organize among the Women Teachers an organization similar to the P. S. A. L. for the boys.

The object is not, as in the case of the boys, to foster competition, but to stimulate and foster a love of outdoor activities suitable for girls of grammar and high school age.

It is proposed to train one or more teachers in these activities and to place these teachers in charge of all such recreation work in their schools. Compensation commensurate with the amount of work done, is to be made to these teachers.

The pupils also are to receive some form of recognition for their extra efforts; this is to be determined by the league after it is formed.

I believe that this will be a step in the right direction, because I am convinced that the women teachers understand the needs and abilities of these girls and can provide for them better than an organization of men could.

SWIMMING.

Swimming teachers were appointed in two elementary schools, namely the Sands and the Guilford. The time not given to instruction was devoted to supervising shower baths in five schools. The accompanying table II will show to what extent the pupils have taken advantage of the shower baths and the swimming pools.

TABLE II

SWIMMING POOL AND SHOWER BATH REPORT.

Schools	Number Using Pool			Number Swimming Lessons			Number that Learned to Swim			Number Using Showers Only		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Hughes* ¶......	5,535	3,233	8,768	1,012	1,473	2,485	248	197	445	1,606	137	1,743
Woodward* ¶...	13,565	7,459	21,024	1,396	1,777	3,173	75	205	280	11,807	433	12,240
Guilford† §.....	9,875	2,512	12,387	1,506	1,647	3,153	52	32	84	......	300	300
Sands *.........	7,902	5,238	13,140	6,407	3,958	10,365	57	56	113	......	......	......
Sixth District§.	......	......	......	......	......	......	......	......	......	1,612	2,206	3,818
Dyer §..........	......	......	......	......	......	......	......	......	......	2,741	1,519	3,860
Highlands......	......	......	......	......	......	......	......	......	......	944	532	1,476
Morgan.........	......	......	......	......	......	......	......	......	......	1,304	431	1,735
Washburn......	......	......	......	......	......	......	......	......	......	1,605	711	2,316
Totals.........	36,877	18,442	55,319	10,321	8,855	19,176	432	490	922	21,319	5,269	30,188

* Two pools. † One pool. ¶ Night School pupils included. § Pupils in Open Air School not included; all of these have a bath daily.

Hygiene.

The sanitation of our school buildings, being entirely in the hands of experts, it is not necessary for me to make more than a passing remark as to the material things having to do with the health of the pupils. Generally speaking, the condition of our school houses is excellent. Indeed it is as good as the modern science of heating and ventilation and other sanitary arrangements can make it. One topic, however, needs to be mentioned. That is the matter of seating. I know that it is very difficult to accommodate pupils of various sizes in the old style stationary seats and desks. In schools, however, in which there is adjustable furniture, the teacher should see to it that the pupils' desks are properly adjusted, and having the desks and seats adjusted to fit the pupils, she should not change them because of some spelling lesson, or some arithmetic test, thereby putting the small boy in the seat adjusted for a large pupil, and give the tall pupil a seat meant for a short one. That is not only unnecessary but unpardonable. There are few rooms having adjustable furniture where the seats are adjusted to the size of the pupil and where, when once adjusted, the pupil is permitted to retain the seat indefinitely. I commend this question to your special attention.

The teaching of hygiene is slowly but steadily improving. The newer teachers have been trained to think along the lines of hygiene rather than anatomy and physiology, and the newer text books on this subject are all along that line. I sincerely hope that the revision of the course of study, and the committee having in charge the revision of the text book list, will bring about a change in the books on hygiene. There are many on the market better suited to the pupils' needs than those now in use. Some of the latest books on Hygiene and Sanitation are so well written, the language used so simple and withal, so entertaining that they would make splendid supplementary reading.

High Schools.

The work in the high schools has been along the same lines as I reported to you last year. A physical examination is made of every pupil at the beginning of the year, and those who are found to be below par physically are advised to confer with their family physician in order that special exercise may be provided in accordance with his instructions. The work itself is along the lines customary for high school pupils, and consists of folk and gymnastic dancing, rhythmic exercises, calisthenics, including wands, dumb-bells, Indian clubs, and other forms of apparatus work and games. For the boys various forms of athletics are added; swimming is optional, both for the boys and the girls. (See Swimming Pool and Shower Bath Report, Table II).

The work in the high schools is not what it should or might be. There are various reasons for this. First of all, grouping together in the same class pupils from the various grades, as shown by the accompanying program, which is typical:

TABLE III.

HIGH SCHOOL GYMNASIUM PROGRAM.

Days	First Bell	Second Bell	Third Bell	Fourth Bell	Fifth Bell	Sixth Bell	Seventh Bell
Monday.....	A, B, C, D 34	D 51	D, B, A 64	D, B, A 65	Vacant	D, C, B 82	C, D, A 84
Tuesday.....	C, A 36	A, C, D 36	C, B 42	D, B 43	Vacant	A, B 57	A, C, D 86
Wednesday.	A, D 52	A, C, D 37	D, B 34	D, B 42	Vacant	A, B, D 73	A, B, D 85
Thursday...	C 40	A, B, D 34	B, C, D 70	D, B 56	Vacant	A, B 54	C, B 72
Friday.......	A, B, C, D 59	D, B 57	A, D 73	A, B 65	Vacant	C, D 78	C, D 48

This makes it impossible to grade the work. Progression from the first to the fourth year is impossible. I have repeatedly brought this to the attention of the principals, but without avail. Another point to consider is the short time allowed for the lessons, namely 45 minutes. By the new arrangement at Woodward this has been cut to 38 minutes for each period. When one considers that the pupils must go from distant parts of the large buildings, remove their street shoes, and, in the case of the girls, other articles of wearing apparel, that after the lesson they must resume the clothing that they had removed, and be at their next class promptly, it will readily be seen that there is not much time left for exercise.

To give a concrete example: About seven minutes are needed by the girls to prepare for the lesson, from 10 to 12 minutes to resume their clothing after the lesson. Thus approximately 18 minutes are needed for the changes of clothing. This leaves but 25 minutes where the periods are of 45 minutes duration, and about 20 minutes for actual work at Woodward. In the boys' classes about 10 minutes is added to the actual working time since they do not remove so much clothing. In neither case is there time for a bath after the gymnasium lesson.

I would most earnestly urge that two successive periods be granted for the gymnasium lesson. This would not mean that the lessons would be unduly prolonged or that the gymnasium would be idle for long periods.

My suggestion is as follows: The first class in the morning to begin at the usual time. Allow 10 minutes to dress for the exercise. The lesson proper to last the full time of a period, continuing until 10 minutes after the beginning of the second period. At the beginning of the second period, the second class would go to the dressing room, get ready for their lesson and come onto the gymnasium floor when the first class is dismissed. The first class would then have the balance of the second period for bathing and dressing. They would then be ready in time to go to a recitation in the third period. In like manner, then, the second class would finish at the end of the third period, and so on during the day, the last class continuing after school for the purpose of bathing and dressing. In that way seven or eight classes could be accommodated each day and all the school time and more would be utilized. I feel quite certain that this arrangement would meet with the hearty approval of the pupils and would remove one of the most serious objections against the gymnasium.

A third suggestion is that the physical training be given the same recognition as other subjects in the curriculum. That provision be made on the report cards for a mark for effort and progress made in the gymnasium, as in the case for all other subjects. Furthermore, the marks for gymnasium work should be taken into consideration in the question of promotion and graduation. To show that this is possible I can cite the fact that in the New York schools, and I believe in the Boston and Newark schools also, two credits per year are given for physical training and no pupil is graduated who does not have eight credits in this subject. In cases of extreme disability preventing participation in the gymnasium classes, the physical director prescribes a course in Hygiene which may be taken in lieu of one year's work. The adoption of any one, or, better still, of all three of these recommendations, would be a decided forward move.

The athletic situation, which has been steadily improving since the re-organization of the Athletic Association four years ago, will, in all probability, improve still more when the new rules are adopted and the re-organization of the controlling body completed. In this connection I wish again to emphasize the stand taken by me in regard to championship athletics. It should be our aim to gradually displace the so-called championships by group athletics and to augment the interscholastic contests by interclass contests, in order to permit a larger participation and at the same time lessen the dangers of overdoing.

These suggestions apply to football and baseball as well as to field and track athletics. It would be far better for each school to have a dozen football teams, none of which could win a championship, than one team which could defeat all comers. Better a large number of athletes and few rooters than a dozen athletes and a thousand rooters.

Excuses From Physical Training.

The question of excusing pupils from Physical Training, which has for several years given much concern, seems to be coming to a happy solution. About the middle of last year I asked for a list of all the pupils in the various high schools not taking part in the gymnasium work, and found over 12 per cent of girls (in one school almost 20 per cent) and about 5 per cent of the boys were excused.

A form letter, of which a copy is hereto attached, was prepared, also a blank form for the physician to fill out, and the two were sent to the physician who had originally asked to have the pupils excused. In the latter the doctor was asked to state the reason for the request and also to indicate what, if any, exercises could be done with advantage by the pupil. The result was highly gratifying. In two schools, the principals of which co-operated to the best of their ability and who expressed great satisfaction at the introduction of this system, the following results were obtained:

In one school 51 boys and girls, mostly the latter, had not been taking part in the gymnasium work. As a result of the letter sent out, 21 took up the work of Physical Training, 5 excuses were not allowed, 14 were excused from part of the work, and only 11 were entirely excused from the regular work, and special exercises recommended for 2 of the 14 and 1 of the eleven.

In another school, out of a total of 161 girls excused, 41 returned to the regular classes; 4 excuses were not allowed; 66 were excused from part of their work; and 50 were entirely excused. In the same school out of a total of 243 pupils previously excused entirely, 77 resumed their work without question; 13 excuses were not allowed; 86 were excused from part of their exercises; and only 67 were wholly excused from the regular work, while special exercises were recommended for 14.

The most gratifying result of this letter and blank was the willingness shown by the physicians to co-operate with this department in prescribing such exercises as would be beneficial to the pupils who were not able to take part in the regular gymnasium lessons. Indeed, this latter phase is the real object of the entire movement. Unfortunately, however, a large number of persons, pupils, physicians, teachers, and principals, have the mistaken idea that we are trying to compel pupils to do something that they do not want to do. They overlook entirely the fact that we are really trying to determine just what is best for the pupils concerned. There is no question but that certain forms of selected exercise may be highly beneficial to an individual not able to take the full gymnasium course with the class, and that these prescribed exercises often bring about a complete cure, thus enabling the pupil to return to his class, whereas if the inaction were persisted in it would be a long time before sufficient strength was acquired to again return to the ranks. A proper understanding of the facts, and the further fact that we are striving to do the best we can for the pupils, will result in fewer requests for complete excuse from the gymnasium, and more frequent and more intelligent prescriptions for special exercises.

A word of appreciation for the hearty co-operation of the Health Department in carrying forward this work is deserving of a place in this report.

The accompanying table shows the status of this branch of our work at this time (December 15).

TABLE IV.

REPORT OF EXCUSES FROM PHYSICAL TRAINING IN THE HIGH SCHOOLS.

	Hughes			Madisonville			Walnut Hills			Woodward		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Excused from all exercises	10	54	64	...	7	7	2	13	15	9	32	41
Excused from part of the exercises	3	28	31	...	9	9	1	3	4	1	10	11
Number for whom special exercises were prescribed	3	3	6	...	...	...	...	...	...	...	2	2
Excused for other than physical reasons.	35	3	38	...	2	2	...	...	...	54	26	80
Total number excused	51	88	139	...	18	18	3	16	19	64	70	134
Because of extra duties:												
From one lesson	...	1	1	...	1	1	...	...	...	20	4	24
From two lessons	...	1	1	...	...	...	...	...	...	9	...	9
In order to do other work in school	...	...	...	...	...	...	...	...	...	2	...	2
To work out of school	...	...	...	...	...	...	...	...	...	...	...	...
Because of non-residence	...	...	...	...	...	...	...	...	...	9	10	19
Music Course	...	...	...	...	...	...	...	...	...	...	6	6
Art Course	...	...	...	...	...	...	...	...	...	...	3	3
Miscellaneous	...	...	...	...	...	...	...	...	...	14	3	17

NIGHT SCHOOLS.

The night school gymnasia are still a great attraction, especially for the female population. During the past school year there were enrolled in the various school gymnasiums 2,486 females and 960 males, making a total of 3,446. Unfortunately, this large enrollment does not also mean an equally large attendance, for a very large number drop out after a few lessons; indeed, some never show up after enrollment. Notwithstanding this loss, the classes, especially those for women, continued excessively large throughout the season. The recommendation made last year that a registration fee be collected, the same to be returned to those present at 80 per cent of the lessons, is here renewed. By so doing, we would be reasonably sure that those who registered would continue in attendance and that the classes organized would continue throughout the season and it would not be necessary to consolidate classes because of the small number attending.

This report of night school pupils takes no cognizance of those classes that use the gymnasia under the Social Center organization.

TEACHERS' COLLEGE CLASS.

The students from the Teachers' College who took part in the classes held at Hughes High School were unusually faithful and industrious, and showed a keen interest in the work presented.

But however faithful and conscientious these pupils may be, it is impossible to do the subjects which I teach justice in the limited time at my disposal. During the last year I gave sixteen periods of 45 minutes duration in the Theory and Practice of Physical Training and an equal number of lessons in Hygiene. Double the amount of time could be given to both of these subjects and still not receive that measure of attention which they deserve.

Thanking you for the many kind suggestions, and also for the assistance given to the furtherance of the work of this department, I am

Respectfully submitted,

CARL ZIEGLER,
Supervisor.

REPORT OF SUPERVISOR OF DRAWING

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—As is generally recognized the place of Art Training in the public schools is to develop the instinctive feeling for the beautiful which is inherent in every individual. In this way all classes are reached, the embryo artist finds himself, the artists in the various professions of life are started on their path, and the cultured adult is evolved. These various results we are striving to attain through class-room instruction, by the correlation of art study with other branches of instruction, by appropriate environment, and by the use of our museum.

While all phases of art work in our schools are practiced in all grades, those are emphasized that appeal most strongly to the pupils of each particular grade. Thus, illustrative drawing and handwork are emphasized in the primary grades; nature representation and construction receive the major consideration in the elementary grades; the grammar grades devoting more time to design and still-life representation. Color is used extensively in connection with all lines of work, that the color sense may be developed, as the correct use of color in daily life marks the cultured individual.

The work of the Academic Courses of the high school are conducted along the lines of representation and design with application of design to leather and metal work and to stenciling and wood-block printing on textiles. The Domestic Art and the Girls' Industrial Courses offer excellent opportunities for the application of the principles of Art. The effect of line, proportion and color furnish the basis for interesting art problems in the designing of wearing apparel. The planning of the house and its surroundings, the study of the interior decorations, furnishings, etc., offer endless opportunities for the discussion of problems related to the application of good taste in the home.

In all our work our constant aim is to develop the individuality of the child. From the crudest drawing of the youngest child to the most advanced work of the older every exercise is planned to bring out his independent expression.

That the daily habitation of the child may add to his spiritual uplift is considered essential in the modern school. Much thought is expended on both the exterior and interior of the school buildings. The treatment of the walls and the furnishings of the rooms receive due consideration. Pictures and casts of artistic value and suited to the age of the child are appropriately placed. In our school room decoration we are materially assisted by gifts from various School Art Leagues, Municipal Art Club, and Mothers'

Clubs. One particular instance is worthy of note: Near the end of the year the kindergarten room of the new Guilford School was greatly enriched by the addition of a mural decoration illustrating in a beautiful manner the "Spirit of the Kindergartner and the Beauty and Dignity of Motherhood." The painting was made by Mr. William Fay, a talented student of the Art Academy. This beautiful decoration was a gift of the Guilford Mothers' Club as a memorial to the life and work of Miss May E. Cochnower, a former kindergartner of that district. Miss Cochnower had worked faithfully in that neighborhood for many years, devoting herself unselfishly to the needs of that community. This memorial is a fitting tribute to the memory of one who had endeared herself to the people of the community by her cheerful and willing service. It is hoped that this form of decoration, because of its dignity and architectural fitness, will appeal to other communities and that other organizations will reflect the art spirit of the city by having decorations of this character prepared for their respective schools.

The splendid spirit of co-operation existing between the Art Museum Association and the schools has been conducive of far-reaching results. Mr. Gest, the Director, and his assistants are always ready to aid us in every way to make greater the possibilities for the art education of our pupils. The gift of a set of slides illustrating the various exhibits of the museum has been especially helpful in preparing our pupils to visit it in an intelligent manner. It was my privilege to introduce these slides and indicate their use to various groups of teachers. Later they were used either by the grade teachers or by members of this department in their talks to the pupils before visiting the museum. Thus nearly every sixth, seventh and eighth grade child in our schools saw the illustrations and heard a descriptive talk on the same. More than three thousand pupils visited the museum under the guidance of their teachers and, where needed, the museum authorities furnished guides to assist in directing the pupils in their investigations. The value of the work might be extended by having additional sets of slides illustrating more in detail individual exhibits. As a help to teachers particularly, the museum offered a course of twenty lectures on the History of Art. About one hundred and fifty teachers availed themselves of this privilege. The course was well received, and a desire for other such courses was generally expressed. It is to be hoped that the movement will continue to attract such numbers as to warrant their continuance and expansion.

Respectfully submitted,

William H. Vogel,
Supervisor.

REPORT OF SUPERVISOR OF MANUAL TRAINING

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—Written at the end of the calendar year, it seems eminently proper that this report call attention to a splendid piece of work which has just been completed.

For years the Cincinnati Business Men's Club has undertaken to supply needy children with toys at Christmas time, but this year they were unable to do so. The Salvation Army undertook to continue this work, and with the sanction of the Board of Education called upon the more fortunate children of the city to aid them. In accordance with this plan they were asked to bring to their respective schools broken and discarded toys which were turned over to the Manual Training and Domestic Science Departments to repair. This work was started about December 1 and the successful manner in which it was carried out reflects great credit upon the teachers and pupils in these departments as well as all others who contributed to its success.

In some schools the boys made new toys instead of repairing old ones. All the more credit is due the boys and girls because under ordinary circumstances many of them would have been working on gifts to be presented to relatives or personal friends. Nearly 5,000 different toys were repaired and sent to Music Hall, where they were piled at the base of an immense Christmas tree. On the afternoon of December 24 the Salvation Army gathered together a host of children and distributed the gifts according to the age of those who received them.

The good will evident on this occasion amply justified the effort preceding it and leads us to hope that it may be repeated another year.

Arrangements had been made to admit to the Manual Training classes all boys 12 years of age and over regardless of the grade in which they were enrolled, beginning January 1, 1914, but the shortage of funds during this year prevented the adoption of this plan. The same condition also prevented any extension of the work of the department except to care for the increased enrollment in the high schools in the fall of 1914.

It was also found necessary to reduce the fund for Manual Training supplies to the extent of $4,000 and also postpone the purchase of some equipment needed in the high schools. In order to secure the necessary funds for materials it was decided to ask pupils to contribute the following amounts:

Fifth grade	30c per year.
Sixth grade	40c per year.
Seventh grade	50c per year.
Eighth grade	80c per year.
High schools	$2.00 per year.

It was not expected that this would pay for all material used but that it would make up the actual deficit which faced us. It is a source of great satisfaction to be able to say at the close of 1914 that the response of the people to this call was most gratifying and that practically all of the estimated amount has been collected.

Better financial conditions in 1915 indicate that these contributions from pupils will be unnecessary, but of course there must be some limit placed on the amount furnished free. As a solution of this problem I would suggest either that pupils be asked to pay for the material in such things as they make and take home as personal property or that they be asked to pay for material used in excess of a liberal allowance for each respective grade; either one of these plans would tend to inculcate an appreciation of the real value of materials and would tend to develop habits of economy.

For the guidance of the teachers a printed list indicating the models to be made and other sheets indicating what boys should know about materials and tools were issued. In the regular Manual Training work this referred especially to wood work in the fifth, sixth, seventh and eighth grades, beginning with coping saw work and advancing to the use of hard wood in the eighth grade in the construction of book racks, taborets, etc.

This course, however, was only tentative and teachers were privileged to substitute any other models they or the boys desired so long as they kept within the ability of the boy. The emphasis was placed not on what was made, but rather was it insisted that whatever was attempted should be properly made. Efforts have been made to connect this work with the home life of the boys, but with only one lesson a week this has been difficult. The use of tools at home has been encouraged and we feel confident that a great many more boys received good tools for Christmas presents than has been the custom heretofore. It is our intention to insist as far as possible that work done at home be kept up to as high a standard as would be demanded at school.

As a solution of this problem we have found the prevocational school or prevocational classes in a regular school quite satisfactory. Such a plan provides several lessons per week in the shop for each boy and, although it requires more time from special teachers, this extra expense can be largely overcome by a program which keeps the regular teacher employed with other classes while their own have gone to the shop. It is in such schools that we have been able to introduce many new lines of work. In all of them it has become the regular practice to mend their own shoes and also furniture that can be brought from home. At the Washburn and Douglass schools a beginning has been made in the use of cement, but we hope that better opportunities will develop for this work in the line of building construction. At the Madisonville, Oyler, Lincoln and Guilford some pipe work has been done, at the Riverside and Dyer a beginning has been made in electrical work, at the Oyler their coaster wagon model has been much improved and the shop equipment has been rearranged, the boys doing all of the work. The boys in the opportunity department of the Dyer school have built several full size looms, one of which was made of pipe and fittings; the latter is so satisfactory that a number will be made for use in the schools. Beginning January 1, 1915, the following schools will be added to the list of those having a Manual Training teacher full time, thus allowing each boy more time for shop work; Morgan, Rothenberg, Washburn, Washington and Stowe; there will then be eleven schools of this character.

The special class for motor minded boys, which was conducted at Woodward High School last year, was moved to the Rothenberg School last September. These boys are gathered from various schools in the down town district and most of them are from the sixth and seventh grades. They have a very efficient equipment of wood working machines and make furniture and equipment for the schools according to commercial methods, three hours per day being spent in both shop and class room. This class is doing good work and it was hoped that several other classes in the same school might be organized along similar lines. The Rothenberg is a new school just recently occupied, but already so completely filled that it does not seem probable that it will become a real industrial school as some of us hoped. Such a school should have a great many kinds of hand work and necessarily smaller classes than we are accustomed to in regular school work.

In our high schools the new arrangement of the shop work is now complete. Under this plan we have cabinet making and wood turning in the first year, advanced cabinet making and forging in the second year, pattern making and foundry practice in the third year and machine shop practice in the fourth year, mechanical drawing being a part of the course throughout the four years.

Lack of space in our two large high schools prevents much addition to the work already provided for, desirable as such things as electrical construction, automobile repairing, plumbing and other kindred lines seem.

The boys in the wood working classes, in addition to those things which they made for themselves have made chairs, cabinets, office counters and other furniture and equipment for the schools; in the forge shop they constructed drawing room stools, the tops for which were made in the wood turning shop. In the

Woodward machine shop they have made about 400 wood workers' vises. A wood turning lathe has been designed in which many new features have been introduced and we hope to make a number of these if the first one makes a good showing under test. At Hughes the boys in the various shops have done nearly all of the work in the construction of a cupola and other equipment for their foundry, which will be ready to use in a short time.

Last June it was estimated that in the past year the boys in the elementary and high schools had made for the school system about $2,500 worth of useful furniture and equipment. At nc time have we lost sight of the fact that our work must first be educational, but we shall continue to strive to have a product which is commercially and artistically acceptable, using such methods as seem to best meet our needs.

The number enrolled in the technical co-operative course continues to grow and except for the business depression which made it temporarily difficult to secure positions for all of the boys things have been running smoothly. The shop mathematics and mechanical drawing of the boys in the third and fourth years is now given directly by the co-ordinator, thus requiring him to spend his mornings in school and make his shop visits in the afternoons. In order to provide real correlation between the school work and the increasing number of shop positions it probably will be necessary to develop short unit courses or individual problem sheets; otherwise it will soon be beyond the ability of the teachers to handle the variety of work demanded.

The Continuation School for Machinist and Pattern Maker apprentices continues to flourish, although it, too, has felt the effect of the business depression in the number of boys attending. It is in this school that the short unit course and the jig sheet plan of instruction were first developed and it is believed that a somewhat similar plan can be introduced in the co-operative course of the high schools.

The school for Printer apprentices, which has been conducted in this same school, has not been so prosperous and we are hoping that the recent survey which has been made of the printing trades will throw considerable light on the solution of this problem. It may even lead to the introduction of printing in the regular schools as a Manual Training subject.

To develop along the line of short unit courses in the Evening Industrial classes for men the school year has been divided into two terms, the second one beginning immediately after the Christmas holidays. In shop mathematics we have distinct unit courses worked out in blue print form and at one school we are using the jig sheet method of the Continuation School for Apprentices with considerable success. We have also organized at this Continuation

School a class for machine shop foremen and offer instruction in mathematics, drawing and shop practice.

In the last two or three years there has been a gradual dropping out of the elementary wood working classes, but a corresponding increase in the advanced classes in various lines. The opening of Hughes High School for evening work has provided a number of enthusiastic and successful classes in shop work, drawing and shop mathematics.

Another new feature this year is a class in house framing under the direction of a practical carpenter drawn directly from the trade. It is hoped that this may develop into some form of co-operative work whereby the boys in the building trades will be provided a better opportunity to acquire the technical part of their training which in many cases is so essential to success.

In closing this report I wish to commend most heartily the good will and enthusiasm shown by all members of the department in developing their work in accordance with the new demands which are being made upon us to the end that the boys who come under our care may be properly guided in the formation of good industrious habits and later on be able to intelligently select their life's work if they have not already done so.

Respectfully submitted,

ELMER W. CHRISTY,
Supervisor.

DOMESTIC SCIENCE

Mr. Randall J. Condon, Superintendent of Public Schools:

DEAR SIR—In reporting the work of the Domestic Science Department for the year 1914, I feel that the growth of the work does not consist so much in additional number of classes as in the scope of the work and in the spirit of it. Every effort is made to have the work carry over with the house life of the girl. In cooking classes a survey is made of the stores and markets of the neighborhood and the varying prices recorded with the reasons for the differences—canned goods compared in cost and flavor with home cooked articles—cost of one dish for family and cost of whole meals for family are calculated with the aim of leading up to simple form of budget. At the opening of school in September we established a canning week, any girl or boy above the fourth grade, who had raised vegetables or fruits, was allowed to bring these to the Domestic Science Kitchen and can them. The glass jars were kindly donated by Mr. Murray of the Hazel Glassware Co. A part of the canned vegetables were sent to the

Guilford School as a joint exhibit of the Home Gardening Department. The work was very well done and the problem so real that we shall have canning work as a regular part of the regular course of study.

Because of the lack of school funds all elementary pupils in Domestic Science classes were taxed as follows: Cooking, 50 cents a term; sewing, 15 cents a term. While these amounts do not fully cover the cost of materials furnished it was a very material aid and the response was hearty—only in cases of real poverty did the pupils fail to respond. The materials were supplied to all alike—the money collected amounted to something over $3,200.

The course of study in the elementary grades include: cooking in the eighth grade, one and one-half hours per week; sewing in the seventh grade, one and one-half hours per week, and in the sixth grade one hour per week.

PRE-VOCATIONAL CENTERS.

In the Oyler, Riverside, Guilford and Lincoln Schools five hours are given to the seventh and eighth grades and three hours to the fourth, fifth and sixth. In these schools the average child is reached in one of two ways: either in special classes selected with regard to age only, or the rule is made that any child over 12 years may enter the shop or kitchen.

Many forms of handwork are used: weaving, darning, crocheting, hand sewing and machine work. A girl may use the machine when the teacher believes she is able to. A certain day is set aside as mending day, when garments may be brought from home and mended. In the eighth grade the girls are given a number of lessons in the shop with simple tools, while the boys are given lessons in the preparation of plain and substantial meals. The eighth grade girls have had as one of their problems the buying, cooking and serving of a noon-day luncheon for part of the class one day a month; this has been a valuable and interesting piece of work.

In some schools certain dishes are prepared and served to the teachers daily. Where there are penny lunch rooms the girls prepare one or two dishes for the lunch room. These various forms of cooking offer a real problem and a vital one, develop the true community spirit and give a proper outlet for larger quantity work in cooking.

HIGH SCHOOLS.

In the high schools, sewing, millinery and applied arts are given in the first two years and advanced cooking and housekeeping in the last two years. The last two years include preparating of foods and the serving of meals, based on a knowledge of food values and the chemistry of food; dietetics and marketing; care of the sick; laundry work; care of the home; with regard to health, economy and good taste; sweeping, dusting, making of beds, decoration, color schemes and selection of furnishings. The subjects are taught by practical work in the cooking and chemical laboratories and in the dining room, bed room and laundry in the school flat. They have their foundation in the study of bacteriology, sanitation, dietetics and training in art. Every effort is made to teach the student the art of right living in an intelligent, practical manner, and at the same time the student is given the regular course in the academic branches and the course receives the usual credits in the university.

Technical Course.

Last year we graduated the first class from the technical co-operative course for girls—a four-year course giving the practical work in sewing, millinery, applied arts, cooking, etc., of the regular Domestic Science Course and also definite training and trade experience in dressmaking and millinery, with the idea that the girl may be helped to find her life work and fit herself for it, and that she may have a knowledge of home-making and the womanly arts at her command.

The sewing is done largely on the order work plan. The girl is given the first opportunity to bring in an order for a garment, such as child's rompers, etc., from her own, or neighbors or the order comes from the school. We find this method is broadening in its effect upon the girl's attitude toward the work. It is a case where neither her judgment nor that of the teacher is final, but is that of the trade standard. At the beginning of the third year, the co-operative plan is put into practice—girls going into millinery and dressmaking establishments one week and attending school one week—as millinery and dressmaking are both seasonable trades we take orders in sewing to occupy the girl's trade week during the dull season. In other words, a girl co-operates either in establishments or by doing order sewing in the school. We feel that there has been a decided growth in the right direction. At first the girls rather shrank from the co-operative work and now the D Grade girls are asking to be placed as soon as possible.

Cooking is given during the four years—the third and fourth year work being order work largely. Orders for bread, rolls, cakes, jellies, pickles, etc., are filled; all of the food is sold, hence this cost must be calculated, the number of portions planned and accounts kept. This course is the newest in our high school work and therefore has the greater opportunity for growth, but I feel that it is justifying our faith in it.

A word of thanks is due the trade dressmakers for their hearty co-operation with our plan. One of the encouraging features is the development within the classes of the proper attitude and spirit.

Respectfully submitted,

CHARLOTTE M. ULLRICH,
Supervisor.

REPORT OF SUPERVISOR OF KINDERGARTENS

Mr. Randall J. Condon, Superintendent of Public Schools:

DEAR SIR—It is my pleasure to submit the following report of the Kindergarten Department:

Since June, 1913, one kindergarten has been added to our number, the Old Hughes for colored children. This was opened and supported by the Cincinnati Kindergarten Association until taken over by the Board of Education in September of 1913. The attendance in this kindergarten and in the Douglass has been so large this year that it was necessary to have an afternoon session during the fall months. The Riverside Kindergarten was opened in September, 1913, but teacher and equipment were transferred from the Fifth District when it was closed.

At this writing, December, 1914, six new kindergartens have been equipped and will be opened January 4, 1915. These new centers are in the Horace Mann, Oakley, Thirtieth District, North Fairmount, Sayler Park, and Raschig Schools, making a total of fifty-five kindergartens. The new kindergartens will provide for many waiting children, but do not entirely solve the problem of kindergarten extension, since it has been impossible to admit all the applicants in some of the crowded districts of the city, owing to lack of space and of teachers.

Our kindergarten rooms in arrangement, cleanliness, beauty, and adequacy of equipment compare favorably, we believe, with those of our neighboring cities. Teachers who return from visiting other places usually express their appreciation of the rooms and materials provided here. One present need in equipment is rather urgent, large floor blocks for construction materials. We hope it may be possible to supply them now that more money is available.

Several changes of teachers have come in the past year. We mourn the death of Miss Ethelwyn Pilton, director of Highlands kindergarten, who was an active and valued member of her class organization and of the Conference, and was especially happy in her work with little children. Miss Waite, Miss Hines, and Miss Rems accepted responsible positions in other cities and their absence is a great loss to the department.

The opportunity of the kindergartner as a social worker is limited only by her own energy and ability, especially in this city, where there is the most sympathetic co-operation from organizations and individuals engaged in social service. First among the organizations in importance is the Cincinnati Kindergarten Association, whose pioneer work made public school kindergartens possible, and whose present effort is to help maintain a high standard of excellence in the work.

A Philanthropic Committee, originating in the Avondale Mothers' Club, has given help in many ways, especially where clothing and nourishing luncheons have been necessary for kindergarten children. The Penny Luncheon Association has helped in the solution of the luncheon problem in several schools.

The committee formed last year by the Cincinnati Woman's Club for providing musical programs and speakers for the Mothers' Clubs of the city has been reorganized as a circle under the Department of Home Economics. Their work has been of great value to the Mothers' Clubs of the city, though it is not possible here to give a detailed statement of the topics and speakers. Many other interesting people have given generous help in speaking and in many other ways helped this good work. The syllabus published last autumn by the Board of Education proved of value in stimulating discussions and suggesting programs given by the club members, thereby lessening their dependence on outside speakers.

The Guilford Mothers have placed a beautiful memorial of Miss Cochnower in the Kindergarten room, in the form of a painting by Mr. Fay, a student at the Art Academy. The Mothers' Club of the J. P. Cummins School helped in planning and providing costumes for the successful school festival given under the leadership of Miss Waite, in Eden Park, the second Thursday in May.

Many of the Kindergarten Clubs have been organized so long that they are essentially school organizations and have become almost too much responsibility for the kindergarten teachers, and in a way interfere with their direct influence with the mothers of the little children. It would seem advisable for these reasons "to graduate the mothers with the kindergarten children." We hope some way will be found to make this adjustment.

The aims and results of the home visits may be briefly indicated by the following extracts from the reports of the teachers: "To become acquainted with the mothers of the kindergarten children." "To look up children who had not returned from the previous year." "To make provisions for defective children withdrawn from kindergarten." "To interest mothers in the club, sewing classes, etc." "Good effect on timid children of early call in the home." "Twelve mothers subscribed for Motherhood Magazine." Milk furnished by Mothers' Club for kindergarten children, where greatly needed." "To see sick children." "To see about vaccination." "To arrange for children to go to Dr. Breese's psychological clinic." "To take a child to the eye clinic." "To secure clinic treatment for children with skin diseases." "Food and clothing where father was out of work and one child dead; another reported to Anti-Tuberculosis League." "Several children taken to Children's Hospital." "To interest children in clean-up campaign." "To provide home occupations for children."

The greatest privilege of the teachers in this department is the opportunity for a weekly conference during the afternoon school hours. The large number of teachers in attendance last year (over a hundred at each meeting) made it necessary to have a formal program, which was arranged by a committee and printed in the autumn. This year one large meeting, on the third Monday afternoon of each month, has been held at the Kindergarten Training School, and two group conferences the other weeks of the month at the New Guilford and Cummins Schools.

One of the handicaps of the department is the limited musical education of some of the teachers, and this cannot be "made good" through the conference, though Mr. Aiken has given generous help. For the future efficiency of teachers, would it be possible to give students in the Training School the opportunity for piano instruction in the High School? This would go a long way toward solving the problem because the expense of music lessons often makes it impossible for students to study, even when it seems a necessity for their success in the work.

The following is the statistical summary of the department:

Number of Kindergartens at the close of 1914	49
Number of Kindergartens on January 4, 1915	55
Number of directors, January 4, 1915	55
Number of assistants, January 4, 1915	39
Number of children enrolled, June, 1914	3,077
Number average attendance, 1913-14	1,891
Number of visitors in Kindergartens	3,889
Average attendance of members at Mothers' meetings	1,615
Visitors at Mothers' meetings	2,784
Home visits of Kindergartens	13,271
Time given to visiting, hours	5,139
Total salaries for the year (tuition)	$42,149 40
Total annual cost of tuition per pupil enrolled	13 60
Total annual cost of tuition per pupil enrolled	22 23
Expense of permanent equipment	870 00
Expense of current supplies	1,664 56

Respectfully submitted,

JULIA S. BOTHWELL,
Supervisor.

CONTINUATION SCHOOLS

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—Notwithstanding the decrease in attendance due to the enforcement of the New Compulsory Education Law, it is gratifying to state that the work during the past year was most satisfactory. With a less number of pupils in the respective classes, the teachers have had opportunity to do more individual work, a great need in this department.

Compulsory Attendance.

The present law requires all girls under sixteen and all boys under fifteen years to attend the regular day school the full session, five days per wek. As no work certificates were issued during the past year to girls under sixteen years, the only girls in attendance were those who held certificates prior to August, 1913, when the new law became operative. All boys between fifteen and sixteen who had not completed the eighth grade and to whom work certificates were issued, attended the Continuation School four hours per week.

Enrollment.

Year	Males	Females	Total
1911 and 1912	1,227	1,541	2,768
1912 and 1913	1,670	1,575	3,245
1913 and 1914	811	778	1,589

Reorganization.

For efficiency, a reorganization of the classes was necessary. The pupils who had been reporting from 4-5 p. m. in seven different centers, were transferred to the Old Guilford School, where the work was conducted from 8 a. m. to 5 p. m. daily, except Saturday. In the Twenty-fifth District, Oyler, Sands, Washington and Woodward Schools, classes were held from 1-5 p. m. every Saturday.

Course of Study.

In those schools where the children reported four consecutive hours in one day, one-half time was given to a general course and one-half time to industrial training.

The general course of study in all classes included English, Arithmetic, Geography (Industrial), History, Civics, Hygiene, Physics (Simple Experiments), Bookkeeping and Salesmanship.

The Industrial Course for boys included Cabinet work, Wood-turning, Forging, Electrical Installation, Commercial Lettering, Art and Design. For girls, courses were given in Sewing, Millinery, Cooking, Applied Art and Design, and Home-making subjects.

While practical instruction in the essential branches is considered of fundamental importance, each teacher is given opportunity and freedom to develop the work in relation to its adaptation to the needs of the pupils as wage-earners.

At the Old Guilford School, where there is no modern equipment, the instruction was entirely theoretical, yet the regularity of attendance, the interest of the children and their steady progress were most encouraging.

Industrial Classes for Girls.

The recent Compulsory Education law, requiring the attendance in day school of all girls under sixteen years, presents a new problem;—the establishing of a practical course for those who enter industry or assume responsibility in the home as early as permitted by law.

With the aim of giving the girl a training of largest value in preparing her directly for efficient service in the home or in industry, special courses were offered in four centers,—Central Fairmount, Sands, Vine and Washington Schools. Instruction was given in academic, home and trade work, and an elementary commercial course was offered as an elective, with the aim of fitting the girl for minor positions in business offices and inciting her, while thus employed to enter the commercial classes of the Evening High School and continue her education.

In each center, the pupils were permitted to take part in a piece of community work. The Mothers' Club and other Social Organizations donated material which the members of each class, under the direction of a Domestic Art teacher, made into garments for the needy children of the district. The girl, while taking a practical course in garment-making, was brought in touch with a great life lesson, the yielding of her best service to meet the economic and social needs of the community. The garments were distributed by committees of the different organizations, the unity of purpose in all this work emphasizing another phase of Cincinnati's splendid spirit,—Co-operation.

Messenger Service.

A Co-operative, Part-time Plan.

The elementary co-operative course for Day-messengers authorized by the Superintendent of Schools in October, 1914, was established with the aim of giving to boys over fifteen years, permitted by law to leave school on completing the sixth grade, a chance to become wage-earners, and at the same time receive extended school-training.

Though rated as a "blind alley job," it must be admitted, that while legislation permits, and the public demands this service, some boys will be employed as messengers. To safeguard such children, to put the work itself upon a higher plane and to fix the responsibility of supervision, it was decided that the officials of the school and those of the messenger service, should co-operate in the training and direction of the boys serving as day messengers.

The officials of the Western Union Telegraph Co. have taken great interest in the plan. At the expense of the Company, they have installed an equipment in the Old Guilford School for the teaching of Telegraphy. An expert telegrapher, recommended by the Western Union Telegraph Co., spends part-time in the school with alternate groups, in order that the boys may have the privilege of taking a course in telegraphy. The academic instruction is given by Miss Anna B. Lewis, one of the teachers of the Continuation School.

From time to time, each boy is given opportunity to confer with the Secretary of the Placement Bureau. It is hoped, through the interest and co-operation of the school and the Placement Bureau, that these boys may be led to promotions within the service, or to other positions for which they seem fitted. As each boy withdraws from the service, the school stands ready to supply the vacancy. No pupil of the school is permitted to enter the Night Messenger Service.

Voluntary Attendance Classes.

Salesmanship.

The first class in salesmanship for women was organized in May, 1911. Thirty employers gave their indorsement to the plan of establishing a school of salesmanship and two hundred young women, who elected to take the course, were excused from service in the store one-half day each week, without loss of pay. Miss Elizabeth Sullivan, a graduate of the Boston School of Salesmanship, was appointed teacher of the class.

When the compulsory continuation work was begun in September, 1911, a course in salesmanship was given to all pupils who were employed in the department stores. The teacher of salesmanship devoted part-time to the instruction of these pupils, and part-time to the direction of classes in the store of the Alms & Doepke Co., who were pioneers in establishing voluntary classes in Salesmanship. Their appreciation of the work of the school was such that a request was made that the teacher of Salesmanship in the Continuation School be excused part-time to direct classes in the store at the expense of the Company.

Later, Superintendent Randall J. Condon recommended that a teacher of salesmanship be assigned to the mercantile establishments to do follow-up work with the pupils of the Continuation Classes and to teach salesmanship in connection with such visits, the controlling motive of the work to be the "educational and social improvement of the employees, resulting in improved service for the public." Classes were at once organized in the stores of The Alms & Doepke Co., The H. & S. Pogue Co., and The John Shillito Co.

The success of this work has been the means of inspiring both the employers and employees to form classes embracing other activities. At present, the gymnasium and domestic science laboratory of the New Guilford School are used two evenings each week by young people from the department stores. Lectures by leaders in professional, business, or social circles are given each month; the response in the discussions which follow is an evidence of the interest this phase of the work has developed.

To give to the High School students a knowledge of the science of selling and to strengthen the co-operation between the school and the store, salesmanship was introduced into Woodward High School in September, 1914, as an elective in all grades. Ninety pupils enrolled.

In the Commercial Department, a three-year course is offered beginning with the C Grade. The students who take this course are to work part-time in the various department stores. One girl, who felt the necessity of seeking employment, is spending the afternoons of the school week and all day Saturday in a store doing successful selling. In this way, she is enabled to meet an economic need and still continue her course in school.

COURSE OF STUDY.

For the experienced salespersons:

- Salesmanship:
  - Analysis of Sale.
  - Care of Stock.
  - Approach.
  - Talking the Merchandise.
  - Closing the Sale.
  - Service to Customer.
  - Relation to Each Other and the Firm.
  - Store Leaks.
  - Analysis of the Customer.
  - Requisites for a Successful Sale.
  - Demonstration Sale With Criticism.

Home Economics, Women's Continuation Class.

Classification of Textile Fibers:
  Cotton, Wool, Silk, Flax.
Tests:
  Textiles, Color, Salesmanship.
For the inexperienced girls:
  Store Arithmetic:
    Fractions.
    Sales slip practice.
    Accounts.
  English—Common errors, Store Words.
  Salesmanship:
    Salesbook.
    Courtesy.

CLASSES IN HOUSEHOLD ARTS.

Recognizing the value of efficiency in the home, and realizing that many women were, in their youth, denied the advantage which modern methods and equipment make possible today, an opportunity is offered for extended training through the Continuation School.

Classes are conducted for a two-hour period, weekly, in any school where twenty or more make a request for a definite line of instruction. Two thousand women have enrolled. Courses are offered in plain sewing, dressmaking, millinery, cookery, dietetics, nursing and sanitation. Lectures with discussions are given on subjects relating to child-welfare and household management.

In addition to practical instruction in the household arts, the aim of the course is to establish close co-operation between the home and the school and to emphasize the value of a training which leads to higher appreciation of the duties and responsibilities of the home.

CLASSES FOR MOTHERS OF DEAF CHILDREN.

This class was organized with the purpose of giving the mothers of deaf children sufficient information on the mechanism of speech and its development in a deaf child to enable each mother to give her child intelligent help at home, the school and the home thus co-operating for intelligible speech in the children.

The course of twenty-four lessons included the following subjects:

1. Faults to be looked for in the voices of deaf children and some exercises for their prevention.
2. Tongue gymnastics. Perfect control of the tongue is the foundation of speech-work in a deaf child, since he learns through his eyes and must have ability to imitate.
3. Formation of the elementary English sounds and their development in a deaf child as presented by charts, etc.

4. The drawing of facial diagrams which are accurate pictorial representations of each elementary sound.
5. A study of the most difficult combinations of elements and the law governing them.
6. Exercises for smoothness, phrasing and accent.

Classes for the Blind.

Another most worthy piece of work which the Continuation School is undertaking is the establishing of a class for unemployed blind adults. With the co-operation of the Association for the Welfare of the Blind, a well-equipped workshop will be opened for the purpose of giving these people special training under expert teachers. Here under sympathetic guidance, through the cultivation of the power of self-expression, and a touch of social interest, there may come into these darkened lives a gleam of hope, and the development of a "new sense that will bring back the stimuli, and set aglow the joy of heart."

Teachers.

A supervisor and two teachers devote full time to the work of the Continuation School, while seventy from the regular teaching corps, including principals and teachers, assist part-time. The instructors of the industrial classes are expert trades-people. Special courses in principles and methods of teaching are given to these teachers each year, while those in charge of the elementary grades have opportunity to meet in conference each week to study and discuss trade-processes and industrial problems.

As the pupils of the compulsory department enter and leave the school at irregular intervals, the teachers have had difficult problems to solve, yet they have met every situation with interest and sympathy, and with the spirit of zeal which characterizes the true teacher.

In closing this report, I desire to express my appreciation and gratitude to all who have given to the work of the Continuation School, their co-operation and support. This movement is one, that has for its object, the education of thousands of children, who all too early in life must meet and struggle with its most difficult problem—"How to make a Living." For these youthful toilers, the Continuation School has been established, and it is daily placing before them high aims and ideals, leading them through moral culture, intelligent citizenship, efficiency and joy in service, to the full interpretation of the principle, underlying and inspiring each daily lesson: "Make a living," but remember there is one thing better than making a living—"Making a Life."

Respectfully submitted,

Mary M. Conway,
Supervisor.

SOCIAL CENTERS

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—I beg leave to submit the following report of the work in the department of Social Centers for the year 1914:

On March 17, 1913, the superintendent submitted an exhaustive report on Social Centers to the Board of Education, in which the following statement of principle was made: "A larger use of the schoolhouse for social, recreational, educational and civic purposes should be encouraged. The schoolhouse belongs to all the people and should be open to all the people upon equal terms." The adoption of this report by the Board of Education marked the beginning of organized social center work in the Cincinnati public schools. On November 24, 1913, the present director of social centers began the work of crystallizing the sentiments of Superintendent Condon and the Board of Education into a constructive activity.

At the beginning it was necessary to determine upon some general policy applicable to the development of the work on a sane and conservative basis. It was determined that the best method of development was to take the different organizations using the schoolhouse in various neighborhoods and encourage them to a larger use for general community purposes. It was further determined that new work should not be started unless some request came for it and then a development of the work should progress along lines best calculated to fit the needs of the particular community. In this way the initiative was left almost entirely to the community, the function of the director being to make suggestions as to the way in which the community might be most efficiently served. Throughout the city Mothers' Clubs, Improvement Associations, and Business Men's Clubs are now using the public schools for evening meetings. Individually organized gymnasium classes and athletic clubs are taking advantage of the splendid equipment in Cincinnati's public schools. These clubs are encouraged on the basis that successful social center work depends upon the ability of the Board of Education to satisfy the reasonable demands of a community. Three hundred and seventy-nine permits have been issued during the year, these permits covering a wide variety of meetings—lectures, entertainments, gymnasium classes, debates, socials, and lawn fetes. The majority of these permits were for a series of meetings so that the total number of meetings was very greatly in excess of the number of permits issued.

One of the best examples of social center work may be found in the Sands School in the organization known as the Sands Social

Center. This club first met on January 8, 1914, and now has a membership of more than 600 adults. Meetings for business and general entertainment are held on alternate Thursday nights; in the winter two gymnasium classes meet once a week and in the summer six swimming classes use the two pools. This club has a number of auxiliaries, one of the most important being the Woman's Club, which meets once a month and publishes a monthly bulletin which is the official organ of the center, containing news items and announcements. Another interesting auxiliary is the recently organized Business Men's Club. Seventy-five business men of the community signed their names to a petition for the organization of a club under the auspices of the center. From the standpoint of community work perhaps the most interesting auxiliary is the relief committee. This committee was formed for the purpose of distributing relief among the needy in the Sands School District. The membership of the center contribute voluntarily to this committee and whether the contribution be one of goods or of money, it is used to help some needy family in the community. It is interesting to note that at one time sixteen babies were on the free milk list of this committee and other families were helped by gifts of groceries and payments of gas bills, grocery bills and rent accounts. Donations of clothing were also distributed throughout the neighborhood on several occasions. The social center work at the Sands School is carried on by the people themselves, and has been of a highly satisfactory type.

In the Chase School a smaller community work is being carried on, one very interesting phase of which is an auxiliary organization of girls and boys of latter adolescence. Many interesting meetings have been held in the Chase School and the community is alive to the possibilities of social development presented by the open schoolhouse.

One of the earlier social center organizations was in the Lincoln School. The Lincoln Neighborhood Club has done a consistently good work in ministering to the social needs of the Lincoln School community. Meetings have been held every month for entertainment and social intercourse. In the Windsor School a Neighborhood Club was organized for the purpose of securing better school facilities as well as providing for a wider social life of the school patrons. A similar work was organized in the Garfield School. Mount Washington, Linwood, Sayler Park, Rothenberg, Guilford, McKinley, Twenty-fifth District, Central Fairmount, and Vine Street Schools have also organized social centers. In the Washington School a Recreation Club has been organized. The purpose of this club differs from that of other clubs in that only recreational work is carried on, discussions of all kinds being prohibited in the constitution.

Some work has been started for the colored people of Cincinnati. Mr. F. M. Russell of the Douglass School and Miss Jennie Porter of the Harriet Beecher Stowe School, have both demonstrated a keen interest in the community problems of their own people. A large variety of social center clubs are organized in the Douglass School, and in the Stowe School the colored people frequently avail themselves of the opportunity of using the building for community purposes.

One interesting phase of the wider use of the school house in Cincinnati is found in the activity of the various Improvement Association meetings in the public schools. Special mention should be made of the Evanston Welfare Association and West End Improvement Association. These two organizations have done much to promote social life in their communities.

During the year clubs were organized among the boys and girls of the Seventh and Eighth grades in several different schools. At present mixed clubs are meeting in the Guilford and Linwood Schools, a girls' club in the Washburn School and boys' clubs in the Washburn and Rothenberg Schools. These clubs meet at least once a week, sometimes more often, to study dramatics, pageantry, folk dancing, and athletics. During Christmas week members of the Guilford Junior Club gave a very creditable performance of Dickens' "The Christmas Carol," the costumes and scenery for the play being made by the children. Teachers are employed to supervise these clubs and the members are given educational advantages together with opportunity for social intercourse under wholesome surroundings.

The final word in social center work has not been spoken. Time will either prove or disprove the value of present methods, but that activity which stands for social, recreational, educational and civic advantages must surely find a permanent place in the developing plans of the Cincinnati Board of Education.

Respectfully submitted,

FRANK MURDEN MOORE,
Director.

SPECIAL SCHOOLS

REPORTS OF PRINCIPALS

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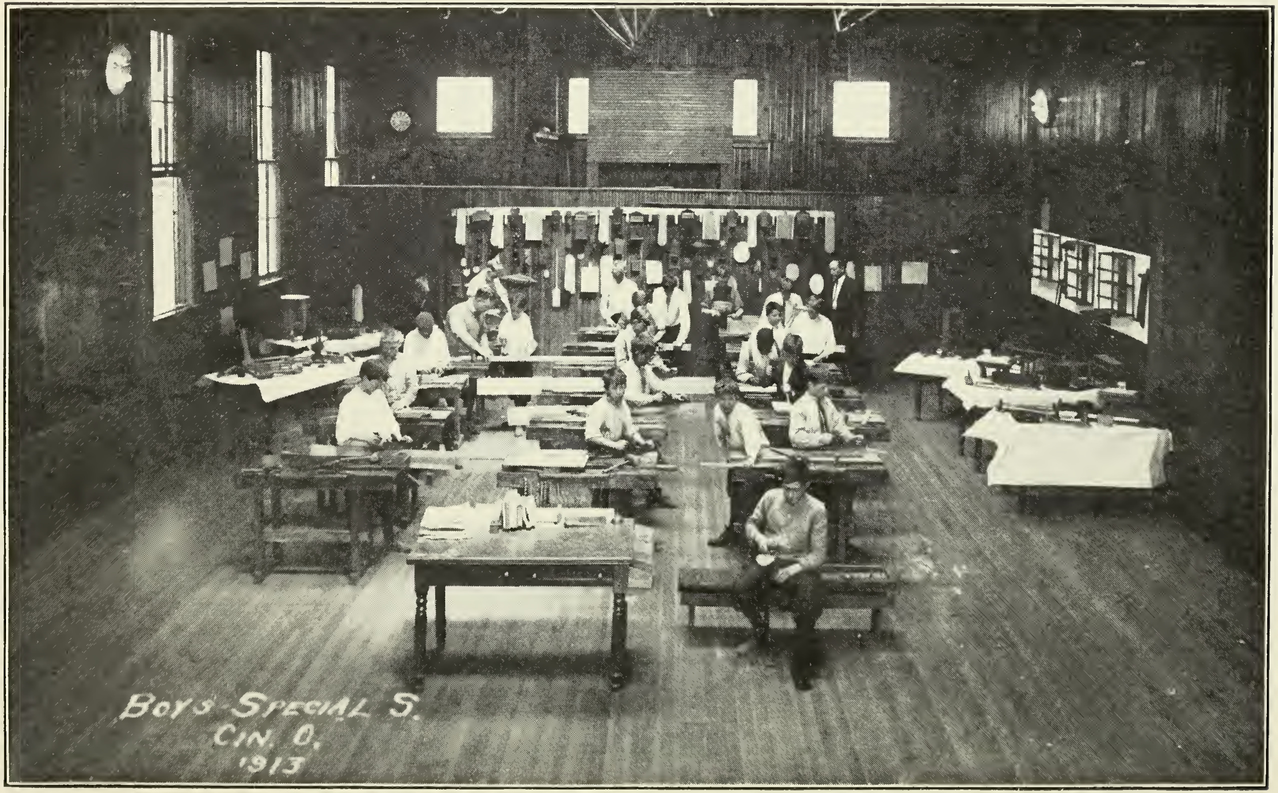
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Boys' Special School.

BOYS' SPECIAL SCHOOL

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—The Boys' Special School has completed its seventh year. We try to progress—try to do a little better each year than the year before, and we think we are succeeding, although the difficulties remain the same from year to year.

If there is one cause above all others, existing in the schools themselves, which makes truant and incorrigible boys it is the fact that the regular curriculum fails to interest a certain type of boy. He falls behind in his studies and soon reaches the point where he is no longer able to do the work. If he remains in school he becomes a torment to his teacher and the class. If the home influence is not of the right kind he becomes a truant.

To try to conduct a special school for this type of boy along the regulation lines would be folly. He must feel from the first day in the school that it is "different."

Our method may be described briefly as follows:

First—Give them plenty of hand work. Every boy has one hour every day in the work shop. Here he makes the things which he likes to make as a rule. Usually it is something he wants to use himself, something for the family or something which he can sell. Our shop teacher has taken great interest in the work and the results are excellent with the meager equipment.

Second—The essentials only in the academic work. Very definite tasks assigned and prepared under the direct supervision of the teacher. No night work is given. The academic teachers are very capable and by a scientific study of the problem have succeeded in getting results that in many cases are marvelous.

Third—We give them an unusual amount of liberty, or freedom from the restraint which this class of boys find so irksome in the regular schools. We find that they appreciate this and it is very rarely necessary to punish a boy for class room troubles. Most of the punishments inflicted are for misdemeanors incident to the bad habits formed outside of school. We have four principles which we observe in inflicting punishment: Never punish unless the boy knows he deserves it. Better let him escape a dozen times when guilty than to punish once unjustly. Second, punish severely. Third, punish quickly. Never let the boy go home with any thing disagreeable hanging over him. Fourth, punish in a kindly spirit and the boy is a better friend than before.

Fourth—We do a great deal of home visiting. This we find a necessity. With a total enrollment of one hundred and fifty we probably make six hundred visits a year.

As to Results.

We find that the school is so popular with the boys who are attending it that it is sometimes a little embarrassing. They go back to their own neighborhoods and try to bring their particular friends with them. The parents as a rule save the situation in such cases. The chief difficulty comes when we try to send a boy back to make room for others and he refuses to go.

The greatest good the school accomplishes is undoubtedly the keeping of the boys out of reformatory institutions. Almost every boy sent to the school is on the last lap of the road to a reformatory. Out of a total enrollment last year of 147 we saved all but seven. Ninety-five per cent saved is worth while, believing as we do that a bad home is better than a good institution.

The Detention Department is the strongest force in saving the truants. Last year the Juvenile Court sent thirty-five boys to this department. Their average time before being paroled to the day school was about twelve weeks. All were saved but two. But for this department the Court would have been obliged to send all these boys to an institution.

Our relations with the Court have always been pleasant and it has always given us all the assistance possible in handling the difficult cases.

It has seemed to us that the school might be more useful to the truancy department and the schools in general if the method of commitment were made more logical. Truants are sent to the school both by the Superintendent of Schools and the Juvenile Court. The Truancy Department has no authority to send to the school. So that when a boy comes through the Superintendent's office for truancy the Principal has in a certain sense gone over the head of the truant officer. It has occurred to us that most of the cases of truant boys which are taken to court could be headed off by sending them first to our school. Our experience is that of every four boys sent to the day department for truancy three are handled without resorting to the court for help. If the chief attendance officer could get the O. K. of the Superintendent to a transfer for these boys it would lesson such cases in court by three-fourths and save the boys the stigma of appearing in court and being adjudged delinquent.

I have spoken in several previous reports of the serious handicap under which we work owing to our present location. Without any playground facilities, with no hand work except such as we can adapt to the school room and manual training room, there is very little to interest many boys of the type we handle. A real parental school where all the delinquent boys and girls and many of the dependent ones can be handled by educational experts under the Board of Education is getting to be more of a necessity every year. The Juvenile Court is greatly hampered by the lack of a proper place to send such children, and most of the boys in our school would be much better off in the country, where they could be put to the healthful work of farm life. Thousands of city boys are becoming delinquents for lack of healthful occupations outside of school hours. The problem of the unemployed school boy outside of school hours will have to be solved some time, but in the meantime a parental school would save many of them who have already gone far astray.

The Children of the Mother Who Works.

An investigation of the homes of the boys in a school for truants and incorrigibles disclosed the fact that in over half of them there is no home, merely a place to sleep and eat—part of the time. All of the members of the family who are above school age work away from home. The routine of their home life is about as follows:

All the workers get up about 6, one rushes out to the nearest store and buys the breakfast, which is prepared with the least possible labor, and eaten in haste. Then away to work, leaving the children still in bed. They arise later, get their breakfast from what is left on the table by their elders and hurry to school with little preparation as to cleanliness of person or dress. (Very often they are late and rather than be scolded for tardiness they will stay out all day), a nickel to buy the mid-day luncheon at school or the bakery; after school, play in the streets until some one arrives from work and prepares the evening meal. This, too, is always fresh from the store with nothing left for next time. More play in the streets, or loafing about the movies until bed-time, which is too often 11 o'clock.

The awful danger to the young person who is compelled to live the kind of life described is apparent to every one. The boy learns the cigarette habit very young. I wish the whole of our people could be aroused to the terrible menace of this one habit to the physical and mental health of our boys. Thousands of them have reached the point where if they cannot get away from the school at the noon recess long enough to get a few whiffs, are nervous wrecks during the afternoon session and are not in a condition to be instructed or to study. Next he learns to steal; chiefly because he is hungry or because he wants to smoke. A healthy boy between the ages of 12 and 16 is always hungry. There is nothing in the home to satisfy him, he must get it as best he may. He steals from the stands, after awhile from wagons and then from the stores. It is not long until he learns that there are things which he can convert into money. He is now far on the road.

Along with these he develops the habit of staying out of school. At first a day now and then satisfies him. It is very easy; if he is not expert enough with the pen himself he can always find some one who will write his excuses for him and sign his mother's name. Indeed it is within the bounds of possibility that his mother is willing to furnish him with all the excuses he may need herself. He stays out late at night now and necessarily sleeps late in the morning. No one at home to get him up and off to school—does not feel very well when he wakes up anyhow—easy enough to convince his mother that he was sick.

About this time things begin to be unpleasant at school. He falls behind in his studies, comes to school dirty and neglected, gets into the bad graces of his teacher who loves nice clean boys that study their lessons. More truancy.

Our first thought is to blame the parents for this and it is perhaps a little far fetched to find excuses for them. But we must put ourselves in their places. How many of us have relegated the education of our children entirely to the school and the church with very little thought of our own responsibility in the matter. About the only difference between the very rich and the very poor in the care of their children concerns their physical well being with this to be said in favor of the slum parent that the struggle for existence is so bitter that there is not much heart or energy left for a struggle with the children.

Without discussing the question as to who or what is to blame for this condition of affairs one may pertinently ask why should the school concern itself? Why should the schools teach cooking, or sewing, or any of the many industrial arts which have found a place in the courses of study in recent years? Simply because the home as a place to fit young people for the work of life has passed out—it no longer exists. And since the home can no longer do this it is demanding that the schools, which belong to all the people, shall do what the parents are no longer able to do in the home. There are people who think that the schools should not do this. A pretty good argument might be made that the only thing within the province of the school is to give the child a little of the accumulated knowledge of the world as stored in books, and anything else which it attempts is a usurpation of the right of the parent to train his children as he wishes. However, modern social conditions have put it out of the power of parents to be so exclusive in the bringing up of their children, and we have delegated to the schools so many of the functions of the home as it was fifty years ago that no one will seriously object when we say that it is within the province of the school to do everything in its power to save the children who are being destroyed because adverse social conditions have practically destroyed the poor man's home.

Before attempting to say what the schools should do for the children in such homes as we have described, perhaps it would be well to inquire what is being done by other agencies. We hoped that "Mothers' Pensions" would help, but it seems but a drop in the ocean, and the direct effect is not apparent. Besides, there are as many children deprived of a daylight home because both father and mother work away, as there are who have a mother only. Father's wages are so small that mother is obliged to help out. The Big Brother movement may help some if we can train a few "Big Brothers" to understand that the boy needs something besides watching and advice.

Many mothers have come to me and complained that "John" will not stay at home. He runs the street and goes with big boys who teach him all kinds of "badness." The only answer to such a complaint is the questions: Why should he stay at home with you? What have you for him to do?

The question seems to be one of congested residence districts and changed social conditions. They have taken all home activities and have substituted nothing in their place. Our child labor laws have disregarded these changed conditions and have gone them one better by prohibiting the employment of boys and girls during this restless period of their lives when there is the greatest need to use their physical activities as the surest means of saving them. The juvenile laws regulating child labor should permit employment part time for many who are now forbidden all forms of paid employment.

After describing the making of a truant and an incorrigible, and bringing him to the point where he hates school with a wholehearted hatred, it seems paradoxical to recommend more school. But it is the school which must show the way in the saving of boys and girls who are losing out in the very beginning of life because the home and the neighborhood are against them. The school might be made a center where they would be cared for after school hours until the home was open to the family in the evening. Not necessarily to do "school work" as it is understood, but merely to have their play or other energies directed so that it will not be entirely wasted as is the case when permitted to rove the streets at will. Here it is worse than wasted.

Several years' work with delinquent boys convinces the writer that much of the stealing of which so many boys are guilty is caused by lack of spending money. The parent is unable to supply it, and the ordinary street trades and the various ways in which some boys pick up a little here and there does not suffice for all. Everywhere the boys turns for amusement or pleasure he finds it commercialized. Hence he steals to satisfy that need. If his energies were wisely directed in productive channels he could make things which would find a ready market and this need be supplied. A work room fitted up in his immediate neighborhood, where a few boys could spend their afternoons and many of their evenings, would furnish an interest that would be profitable morally, mentally, and financially. Until such things can be brought about through social center and big brother movements the school ought to undertake it and show the way. Not all education is taught in books or in schools.

The Boys' Special School has at this time 85 boys. The mothers of more than half of them work. The home is practically closed to them from 7 o'clock in the morning until 6 in the evening. Many have asked us to keep the boys for an hour or two after school. In many cases we have done so, allowing them to stay and looking after them with the "House Boys" or those in the detention department. But that plan will be unpopular until some one is appointed to look after them and make them feel that it is a privilege to stay and work in the shop and play in the gymnasium.

In closing this brief report of our work, I want to pay a tribute to the teachers and the matron of the detention department who work so untiringly and with such a spirit of love for the boys. The close relationship between teachers and boys creates a fine spirit that makes the work a real joy in spite of all the discouraging features one meets in teaching boys who are almost all below the average mentality.

Respectfully submitted,

A. J. WILLEY,
Principal.

ORAL SCHOOL

Mr. Randall J. Condon, Superintendent of Public Schools:

DEAR SIR—The school year has been very satisfactory in many respects. The total enrollment has been thirty-six, with an average attendance of thirty-two. This is about the average attendance during the last ten years. The highest enrollment having been forty-four in 1908. Doctors tell us that deafness is decreasing, and, we trust, in time will be cured. Our numbers, however, keep up because of the careful survey of afflicted children and the enforcement of our Compulsory School Law. Formerly the deaf were classed with idiots and insane, incapable of the rights of citizenship. Education has placed them upon a plane with their

UNIVERSITY OF ILLINOIS

Oral School

Work of Oral School, Peaslee Building.

May Pole Dance by First and Second Grades
Oral School.

hearing brothers and sisters, and with an act of Congress last year, allowing them to hold Civil Service positions, they now have all the rights and privileges of their hearing brothers and sisters, and are entering all trades and professions. Deafness is, however, a handicap which few surmount.

This year we have made notable improvement in speech, rhythm, industrial geography, manual training (see special exhibit), regularity of attendance, punctuality, lunch room manners, and general conduct. We still have much to attain. Notably, at better speech reading; although superintendents of the boarding schools for the deaf tell me that the speech reading of our pupils is better than theirs. We attribute it to the variety of practise among hearing people. Better and freer use of English. The deaf are materialistic; their teaching must be concrete. Everything is a panorama to them, and we realize that when the more intellectual sense is shut off, and they get everything through the eye; "All the world becomes a stage, and all the men and women merely players."

They are imaginative and interested, but short on seriousness and ability to reason. We sometimes feel that our methods of education do not develop these qualities, and would like assistance in counteracting the results of over-visualizing and under-apperceiving. As to morals, our children are not immoral, but anti-social. They do many unconventional things.

As aids to our school work we have besides the interest and support of superintendents and Board of Education, a Mothers' Club, Mothers' Study Class, Alumnal Association, co-operation of Ruth Lodge, which we hope will develop into a Welfare Association for the deaf; the Civic League in charge of lunch room.

SURVEY BY MISS VIRGINIA A. OSBORN OF SPEECH IN PUBLIC SCHOOLS AND CORRECTIVE WORK BY MRS. MARTHA PELTON AND MISS HALLEY.

1. TWENTY-EIGHTH DISTRICT SCHOOL—*Miss Halley.*

Miss Halley has had enrolled during the year twenty-five pupils, all of whose speech is more or less defective. Enclosed is her detailed report of their defects, most of which it will be seen are not serious, showing the value of curative work of this kind in the lower grades, as they would otherwise develop into bad habits of speech which causes a person's mentality to be discounted.

Among these pupils I found only one, Harry Eckstein, hard of hearing, and he only slightly so. One is decidedly deficient mentally. I gave him the Benet Test. There are three stammerers in the groups, all of whom have made wonderful improvement.

Miss Halley can dismiss several of these children next year, if the teachers to whom they go will give a little more careful attention to their reading.

Doubtless others will come in to take their places. Possibly this can be made a center for the defective speech in that section of the city. I like this plan better than having a teacher come to the school who is entirely outside of the grade work.

2. MORGAN SCHOOL—*Mrs. Pelton.*

I found so many colored children in Mrs. Pelton's groups whose defects are somewhat different from those we ordinarily find, that it seemed to me it would be better to make the Douglass School a center for the corrective speech of all our colored children in the east side of the city. By permission of the Superintendent I made a careful survey of the speech and conditions in the Douglass School.

3. DOUGLASS SCHOOL—

I found there about twelve children whose speech is defective owing to habits of articulation arising largely through ignorance. The colored race has a fine sense of tone production, but are lacking in the niceties of articulation. I would strongly recommend that a teacher, trained in visible speech, be appointed for half time in this school. This would give her time, in addition to her group work with the children, to give instructions to the teachers in the primary grades, showing them how to help the children to overcome their difficulties in speech. The receptive spirit of these teachers was most noticeable. Several told me they had not known how to correct these imperfect sounds and thanked me for my suggestions.

Only four of the children in this school stammered. The defects may be characterized in a general way, as lisping, non-use of the front of the tongue, and a lack of flexibility of the speech organs. One boy, fifteen years old, is mentally defective. The teacher asked me if he might attend the Columbian School. I believe that would be the best place for him. Another boy, eight years old, is a mental genius, but can not read or write, and we fear is on the way to moral defectiveness. One boy, ten years old, is very hard of hearing. I recommend the Oral School for him, or at least lessons in speech-reading. One girl, nine years old, mentally retarded, speech poor, but curable. Needs time and patience.

The stammering of these children is due largely to a lack of knowledge of the word they wish to produce. Visible speech will correct this. We all know the race is eye-minded. It is not the ordinary nervousness of the American child. I should say that the most of the children in this school are over the age for their grades. Perhaps they, as well as deaf children, should have the age raised. For example: A colored child and a deaf child, at nine years of age, is normal in the second grade of school.

4. TWELFTH DISTRICT, BLOOM SCHOOL—*Mrs. Pelton.*

I spent a morning in these schools the last of May. The groups were well organized and showed good work. Several children, I think, can be dismissed next year, but always with the proviso that they take a card with them to the grade teacher, insisting upon some individual attention from her to their infirmities. I wish very much that we could cut every first grade room in the city in two and then say to the teachers: "Take time for the special needs of your children." Since this can not be done, we must give them special speech work in groups, and let the reading lessons be primarily for the benefit of the weaker pupils.

I found several children in the Bloom School apparently mentally defective. Principal Disque asked me to give them the Benet Tests, but I have not yet had time to do so.

The defects in articulation either arise from a shortage in ear-mindedness or inability to reproduce in the normal way. These children have heard words properly pronounced by their grade teachers for years, and, therefore, simply speaking the word is not *showing* them *how* to speak it. For example: A boy says wōde for world. He should be shown the difference between the formation of long o and or, or er, as in her. He must give back to his teacher what she gives him. If then he does not catch the distinction through his *ear*, he must through his *eye*. More phonetic drill should be given. The principals of both these schools are in hearty sympathy with the work, but it is considered "finished," I fear, with the special teacher instead of being correlated with their work.

5. RASCHIG SCHOOL—*Mrs. Pelton and Miss Neely.*

I spent an hour early in the year in this school, giving more special attention to Miss Neely's work in phonics, as I had received a little girl from her class. She is doing splendid work. I wish she might be given an hour a day for speech work, pure and simple, with the foreigners in the first two grades.

For more detailed information, see the individual reports by the teachers.

SUGGESTIONS FOR ENSUING YEAR.

1. Compulsory age lowered to six years for deaf children, may come at five.

2. Authority to compel parents to send their children to this school when they need it, irrespective of locality. Car fare to be paid in such cases if parents are needy.

3. A vacation school of six weeks, two hours per day, for

five days, with a teacher in charge who has had some experience with deaf children.

4. Night classes for adult deaf.

5. A few illustrated lectures on visible speech to primary teachers, under the auspices of the Teachers' College, given by myself or one of my corps whom you may select. We have the slides. I had them made at my personal expense. The *Volta Review*, March, 1913, which I send you herewith, shows clearly the nature and value of these studies.

6. An additional teacher for the first grade in the Oral School.

7. The appointment of Mrs. Frances Russell for Corrective Speech Work in the Douglass School.

8. A card catalogue of defective speech children, file to be kept in my office, if I continue to supervise the work.

Respectfully submitted,

VIRGINIA A. OSBORN,
Principal.

REPORT OF THE SAVINGS BANK ACCOUNT

AT THE WASHBURN SCHOOL FOR THE YEAR 1913-1914.

Total number depositors since September 20, 1913	620	
Total deposits to date		$2,021 84
Transferred to local bank on individual accounts	$1,358 73	
Withdrawn to other banks, for necessities, gifts, removals, the rainy day, etc	652 29	
		2,011 02
Remaining on deposit, including interest on general funds		$10 82
Minimum deposit	$0 01	
Maximum deposit	82 87	

The above figures do not include deposits made in other than the local bank by a number of older pupils, who, having formed the saving habit last year, have deposited independently this year.

The largest number of *regular* depositors, as well as the largest total deposits, were from the third grade, the first and second grades being next in interest shown.

Five members of a colored family deposit regularly in our local bank.

There has been a substantial increase in the number of regular depositors, while the amount deposited is over five hundred dollars in excess of deposits last year.

With grateful acknowledgments to the Superintendent and the Board for their interest,

Respectfully submitted,

SALLIE H. WEBB,
Teacher.

VACATION SCHOOLS

VACATION SCHOOLS

SUMMER ACADEMIC SCHOOL.

Mr. Randall J. Condon, Superintendent of Public Schools:

DEAR SIR—Enclosed you will please find a report of the results of the 1914 Summer Academic School. This report consists of the following parts:

A—Summary of Enrollment, Promotion, etc.
B—Parochial pupils.
C—Special pupils.
D—Study of withdrawals.
E—High school pupils taking two subjects.
F—Results of high school work.
G—University students.
H—Report of finances, menu of the Lunch Room.
I—Promotion, etc., by schools.
J—Financial report, tuition.
K—Account of Pupils excused from payment of tuition.
L—Actual cost students to Board of Education.
M—Per capita costs.

The tuition charge and the urgent request to principals to be more careful in their selection had a decided effect on the summer school attendance, as is evidenced by the fact that the enrollment dropped from 1,308 to 691. (High school, 295 to 249; elementary, 1,013 to 442.) A careful study of (A) will disclose the fact that the selection of the elementary pupils has been more judicious since we were able to promote 80 per cent as against 67 per cent based on enrollment. This is not true, however, of the high schools, since we saved only 67 per cent as against 75 per cent of last year. Our teachers felt that greater care had been used on the selection.

The opposite sentiment was expressed by the five teachers of "special pupils." They were unanimous in the opinion that there had been a lowering of the standard of what is considered a superior pupil. This can not be too strongly emphasized.

Parochial Pupils.—Nineteen of the 25 remaining pupils will enter our system. This again indicates that the summer school helps to overcome some of the handicaps these pupils usually undergo upon entering our schools. We are pleased to report that seven pupils came to us because referred by the Committee on High School Admission. All did good work. The results of their work will be given this committee.

Special Pupils.—We tried to have the eighth year skippers take four subjects. By dint of some very hard work Mr. Bolenbaugh barely covered the ground. These pupils will be referred to Examining Board for an examination in history. Mr. B. very kindly prepared a history outline to aid these pupils in their study. I quote from Mr. B.'s report to me: "But this year's experiment shows that four subjects are too much for the time allowed. Could the day be lengthened one half hour or the term extended one week?" Including parochials, we referred thirty cases to the examining cases.

Seventeen pupils attended for a few days only, then disappeared. They did not return, though parents were notified by mail. Eighty-one pupils sent by principals did not appear. Here again are eighty-nine pupils who, according to the judgment of the respective principals, should have attended. I most earnestly urge that the individual cases be investigated to ascertain the cause of this great loss. I am returning to each principal the cards of all pupils sent to summer school.

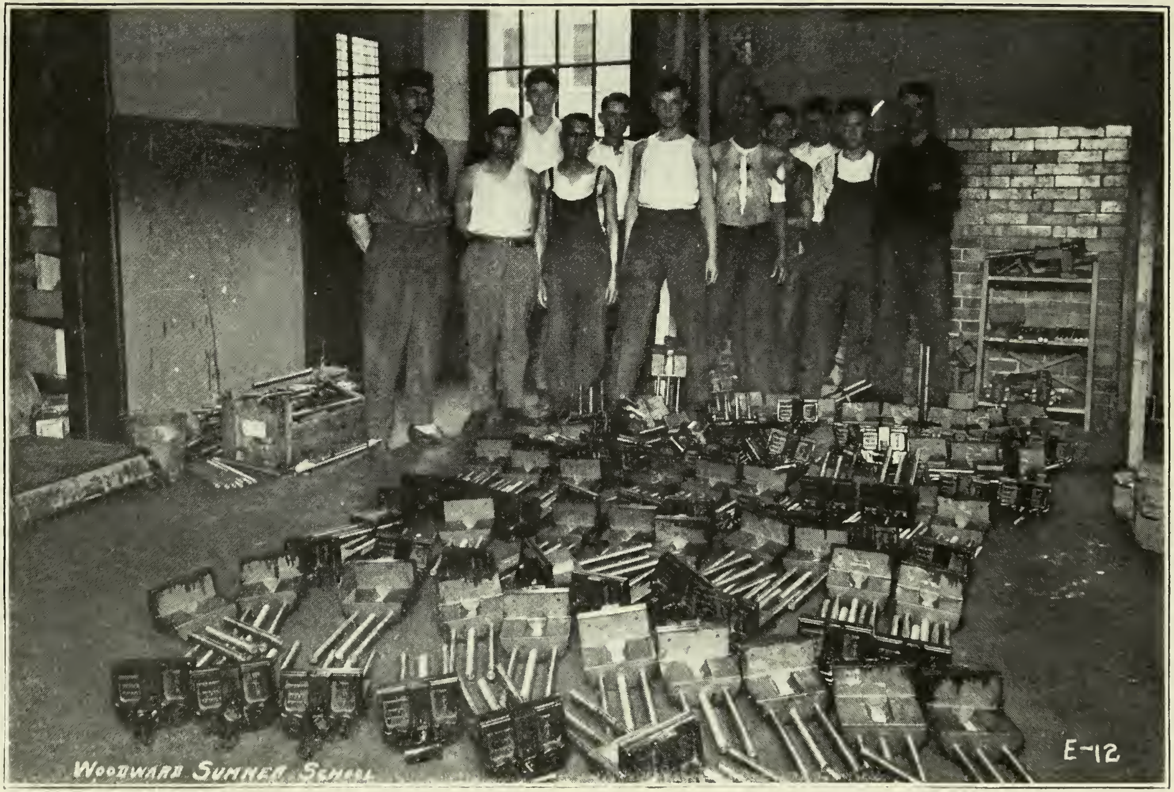
Machine Shop.—Mr. Hurlburt employed shop methods as far as they could be used with his boys. This class of ten boys turned out over one hundred vises to be used in the manual shops of the elementary grades. The mechanical drawing consisted in getting up a complete set of working drawings for a new wood lathe which Mr. H. hopes will be made in quantities by school boys for school use.

Class in Physics.—We are pleased to announce this a success. Pupils came at 7:30. In many instances they were compelled to come back in the afternoon to finish the work. As several of the class expressed it: "This is the first time that I really *worked*." Mr. Mauchly considers the course a thorough one. I wish especially to commend him for his work. He returned every afternoon to set up apparatus, etc., giving a large portion of his spare time to this work. I respectfully recommend that if this course be repeated next year additional compensation be granted. If possible, this might be arranged for this summer.

Last year twelve of twenty-two and this summer twelve of twenty-seven high school pupils successfully completed two subjects. High school teachers are firm in their belief that only *superior* pupils be allowed to do advanced or new work.

Admission cards were successfully used this year. I suggest the further use of the form used this spring.

An added feature this summer was the collection of the tuition fees. (See Table T.) I have sent a duplicate of this report to



Summer Academic School, Machine Shop Work.

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Mr. Grautman. Please note that the summer school cost the Board of Education only $780 for tuition.

We made it a special point this summer of sending for parents where pupils were not putting forth their best efforts. Further, we sent home test papers for inspection of parents. The teachers felt this to be great assistance.

While the following does not directly deal with summer school matter, I think it is worthy of consideration. I quote from Mr. Youman's report to me: "I should like to suggest to the Superintendent of Schools that foreign pupils and others, who by reason of early disadvantages are in lower grades than they would have been otherwise, be given the privilege of attending night schools at the nearest school where a special class can be formed for them. They can still attend day school, and between them both these pupils can be pushed ahead."

It gives me great pleasure to report, that although handicapped by periods of extreme hot weather, the teachers worked faithfully and made sincere effort to save pupils under their instruction.

Respectfully submitted,

Charles Otterman,
Principal.

TABLE A.

SUMMARY OF ENROLLMENT, ATTENDANCE, PROMOTION, ETC.

	Eighth Year	Seventh Year	Sixth Year	Fifth Year	Fourth Year	Total Elementary	High Schools	Grand Total
Number of teachers....	3	5	3	3	2	16	12	28
Enrolled:								
Boys	42	85	59	53	31	270	146	416
Girls	53	49	31	22	17	172	103	275
Total	59	134	90	75	48	442	249	691
Withdrawn:								
Boys	5	2	1	3	1	12	12	24
Girls	2	6	....	2	3	13	7	20
Total	7	8	1	5	4	25	19	44
Remaining:								
Boys	37	83	58	50	30	258	134	392
Girls	51	43	31	20	14	159	96	255
Total	88	126	89	70	44	417	230	647
Promoted: *								
Boys	35	63	56	45	26	225	97	322
Girls	48	26	30	15	11	130	70	200
Total	83	89	86	60	37	355	167	522
Not Promoted:								
Boys	2	20	2	5	4	33	37	70
Girls	3	17	1	5	3	29	26	45
Total	5	37	3	10	7	62	63	125
Average No. Belonging:								
Boys	41.2	84.5	58.3	50.5	30.5	265.0	139.3	404.3
Girls	52.7	46.5	31.8	20.9	15.5	167.4	99.4	266.8
Total	93.9	131.0	90.1	71.4	46.0	432.4	238.7	671.1
Average No. Absent:								
Boys	1.3	1.4	1.5	0.8	0.9	5.9	1.4	7.3
Girls	1.2	0.9	1.6	0.5	0.3	4.5	1.4	5.9
Total	2.5	2.3	3.1	1.3	1.2	10.4	2.8	13.2
Average No. Attending:								
Boys	39.9	83.1	56.8	49.7	29.6	259.1	137.9	397.0
Girls	51.5	45.6	30.2	20.4	15.2	162.0	9 .0	260.9
Total	91.4	128.7	87.0	70.1	44.8	42.2	235.9	657.9

* Average of 70; no mark below 65.

TABLE B.

(PAROCHIAL PUPILS.)

Enrolled	27
Remaining	25
Promoted	22

INTENTIONS FOR THE COMING YEAR

To return to parochial schools	6
To enter elementary public schools	3
To enter public high schools (Committee on H. S. Admission)—	
(*a*) Having been referred to summer school in June by committee	7
(*b*) To take examination in September in 3 subjects	8
(*c*) To take examination in September in History	1
	25

TABLE C.

SPECIAL PUPILS (SKIPPING GRADE).

	Eighth Year	Seventh Year	Sixth Year	Fifth Year	Total
Enrolled:					
Boys	6	29	10	3	48
Girls	10	20	9	6	45
Total	16	49	19	9	93
Withdrawn:					
Boys	1	....	1	....	2
Girls	....	4	....	....	4
Total	1	4	1	....	6
Remaining:					
Boys	5	29	9	3	46
Girls	10	16	9	6	41
Total	15	45	18	9	87
Promoted:					
Boys	4	20	9	2	35
Girls	10	9	9	5	33
Total	14	29	18	7	68
Not Promoted:					
Boys	1	9	....	1	11
Girls	....	7	....	1	8
Total	1	16	....	2	19

TABLE D.

STUDY OF CAUSES FOR WITHDRAWALS.

Causes	Elementary			High Schools			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
Ill-health	1	......	1	......	1	1	2
Continuance useless	9	8	17	10	5	15	32
To take a trip	2	1	3	2	......	2	5
Injury	1	......	1	......	......	......	1
Needed at home	......	1	1	......	......	......	1
Truancy	1	......	1	......	......	......	1
Too frequent absence	......	1	1	......	......	......	1
Discipline	......	......	......	1	......	1	1
Total	......	......	25	......	......	19	44

TABLE E.

(HIGH SCHOOL PUPILS.)

Number pupils taking two subjects	27
Number pupils compelled to drop one subject	7
Number pupils successfully completing two subjects	12
Number pupils who carried two subjects for 40 days but did not pass successfully	8

Twelve out of twenty-seven successfully completed two subjects.

TABLE F.

(HIGH SCHOOL PUPILS.)

Number of high school pupils who successfully accomplished purpose in summer school	182
Number of pupils who did not accomplish purpose	48
Total number remaining	230

TABLE G.

(STUDYING FOR UNIVERSITY CREDIT.)

Number pupils working for university credit or removing conditions	20
Number pupils working for university credit or removing conditions who succeeded	20

TABLE H.

(LUNCH ROOM.)

Operated by MRS. E. BRUEHL.

Supervised by principal as to prices, menu, etc.

TOTAL RECEIPTS		$772 75
DISBURSEMENTS—		
Food Supplies	$649 21	
Help (one woman)	38 00	
Woodward Lunch Room for wear and tear	5 00	
Mrs. Bruehl	80 54	
		$772 75

MENU

Sandwiches—		
Hamburger		3c
Frankfurter		3c
Ham	4c; later,	3c
Cakes	2 for	1c
Ice Cream		5c
Lemonade	per glass,	1c

TABLE I.

ENROLLMENT AND PROMOTION BY SCHOOLS.

Schools	Promoted	Not Promoted	Withdrawn	Withdrawn After Two or Three Days Attendance	Did Not Appear	Could Not Arrange
First District	3	....	....	....	....	....
Sixth District	10	1	....	....	1	....
Twelfth District	1	....	....	....	....	....
Twentieth District	4	....	....	1	....	....
Twenty-third District	13	1	....	....	2	....
Twenty-eighth District	1	....	....	....	....	....
Thirtieth District	29	1	....	2	1	....
Twenty-fifth District	1	....	1	....	....	....
Avondale	6	1	....	....	1	....
Bond Hill	1	....	....	....	....	....
Carthage	4	....	....	....	....	....
Central Fairmount	3	3	....	....	2	....
Chase	4	....	1	....	....	....
Clifton	6	....	....	....	2	....
College Hill	7	....	....	....	1	....
Columbian	7	1	1	....	1	....
Cummins	12	2	2	....	5	....
Dyer	25	11	5	1	8	....
Evanston	15	6	1	1	....	....
Guilford	4	1	1	1	3	....
Harrison	....	....	....	....	3	....
Hartwell	4	1	....	....	1	....
Hoffman	6	1	3	....	2	....
Hyde Park	10	....	....	....	1	....
Jackson	7	....	....	....	....	....
Kirby Road	12	2	....	....	2	....
Linwood	1	1	....	....	2	....
Madisonville	5	1	....	....	3	....
McKinley	....	....	1	....	2	....
Morgan	1	2	....	....	....	....
Mt. Auburn	12	1	....	....	....	....
North Fairmount	....	1	....	....	....	....
Oakley	5	1	....	6	....	....
Oyler	5	....	....	....	....	....
Peaslee	5	3	1	....	1	....
Raschig	10	....	3	1	3	....
Riverside	2	....	1	....	....	....
Sands	7	....	....	....	....	....
Sayler Park	2	1	....	....	....	....
Sherman	14	1	....	....	....	....
Vine Street	8	....	....	1	3	....
Warsaw	1	....	....	....	1	....
Washburn	5	4	....	....	....	....
Washington	15	2	....	....	3	....
Webster	7	3	....	....	3	....
Westwood	5	1	1	....	2	....
Whittier	15	1	1	....	1	....
Winton Place	6	3	....	....	....	....
Parochial	22	3	2	....	....	....
Miscellaneous	4	....	1	....	....	....
Hartwell	2	1	....	....	....	....
Hughes	98	28	8	5	11	1
Madisonville	3	1	....	....	2	1
Pleasant Ridge	....	....	....	....	....	....
Walnut Hills	14	18	1	....	....	....
Woodward	36	13	5	4	6	....
From Public Schools	....	....	....	17	81	....
Miscellaneous	17	1	2	7	....	....

TABLE J. REPORT OF THE COLLECTION OF TUITION.

RECEIPTS

Elementary Schools—				
398 pupils		$3 00	$1,194 00	
* 1 "		1 50	1 50	
3 "		1 00	3 00	
2 "	(outside city limits)	10 00	20 00	
38 "	excused from payment by Superintendent			
442				$1,218 50
High Schools—				
235 pupils		$5 00	$1,175 00	
1 "		2 50	2 50	
12 "	(outside city limits)	10 00	120 00	
1 "	excused from payment by Superintendent			
249				1,297 50
	Total Receipts			$2,516 00

DISBURSEMENTS

Money refunded on account of accident, or partial attendance. Refunding authorized by Superintendent:

Elementary Schools—				
1	$3 00	$3 00		
1	1 87	1 87		
1	1 57	1 57		
5	1 58	7 90		
7	1 50	10 50		
			24 84	
High Schools—				
1	5 00	5 00		
3	2 75	8 25		
3	2 63	7 89		
1	2 50	2 50		
			23 64	
				48 48

Balance		$2,467 52
To Wm. Grautman, Board of Education (Check 173)	$2,300 00	
To Wm. Grautman, Board of Education (Check 265)	167 52	
		$2,467 52

TABLE K. ACCOUNT OF EXEMPTED PUPILS.

Excused by Superintendent before opening of Summer School	18
Recommended by Principal, exempted by Superintendent	27
Exempted by Principal	1
Total	46
Number who did not appear	3
In school	43

*Of these 43, four made partial payments before the announcement of their exemption.

TABLE L. AMOUNT PAID TO HIGH SCHOOL TEACHERS.

Amount paid to high school teachers	$1,468 00	
Amount paid in by high schools pupils, $1,297.50—$23.64	1,273 86	
		194 14
Amount paid to elementary teachers	1,600 00	
Amount paid in by elementary pupils	1,193 66	
		406 34
Principal's salary		180 00
Furnished by Board of Education		$780 48

TABLE M. AVERAGE COST PER PUPIL.

	Tuition Cost	Based on Enrollment	Based on Average Attendance
High Schools	$1,558 00	$6 33	$6 60
Elementary Schools	1,690 00	3 82	3 91

VACATION SCHOOLS.

Mr. Randall J. Condon, Superintendent of Public Schools:

DEAR SIR—Though there were but two vacation schools during the summer of 1914, the work was none the less interesting than was that of the pervious summer, nor were the results less encouraging. We can record good results along several lines, and are glad to be able to report upon them.

Old Hughes and the Washburn Schoolhouses opened their doors to the vacation school children on Monday morning, June 29, and for five weeks, five mornings each week, kept them open to all children who chose to come. To be sure, more came than could be accommodated at first, but names were placed on waiting lists from which vacancies in classes could immediately be filled, postal cards being the means by which these little waiting ones were reached.

Old Hughes was opened particularly for the benefit of the colored children in that very congested colored district of the city, but quite a number of white children in that neighborhood attended the school.

The Washburn, of course, catered chiefly to the white children in the very densely populated tenement region in which it is situated, but to this center there came any colored children from that neighborhood who chose to come.

Both schools opened their doors to children of every race and color, though at Old Hughes the dominating race was colored, while at the Washburn the children of the white race predominated.

DEPARTMENT OF WORK.

Only one new department of work was opened, and that for the boys; this was cement work, and the results were so satisfactory that it will be wise to do more along this line another year. *For the boys* there were manual training, basketry, cement work, some Venetian iron work, owing to the fact that quite a supply of the material had been carried over from the previous year, games, stories and gymnastics. *For the girls* there were sewing and dress-making, millinery, fancy work, cooking, housekeeping, games, folk-dancing, stories, raffia work, songs and gymnastics.

The little folks were provided for in the primary and kindergarten classes, the former with elementary hand-work of every interesting kind, the latter with regular kindergarten work. Outings, too, may be added as the usual Friday feature of the week's program, though several times the children at the Washburn emphatically expressed their preference for the shop rather than for the country.

To the parents of the children of the Washburn School a vacation school was a great revelation as well as a great relief. The many activities of the school proved quite as interesting to them as they were attractive and interesting to the children. It was impossible to meet one of these parents without being made to feel what a real benefactor to the neighborhood the school with its corps of splendid teachers was proving itself; and if nothing else had been achieved, this result was enough in itself to warrant the school's existence. A vacation school at the Washburn is the expected thing for next summer and for many a succeeding summer; and such a center working hand in hand with a playground there will do much for the good of that community district. This Washburn Vacation School was one of the finest we have had; it was a model school in every way; its director, its teachers, its teachings were of the best, and its work was such as made it a leaven not only for that corner of the city, but for the whole city. It was the Mecca for many who wished to see what was being done there, and it proved to every doubter who came that such work is good in its performance and in its results. I would commend the *esprit de corps* there, it not ever having been my experience to find it so satisfactory in every way. No wonder the work was fine,—no wonder that the children clamored for a continuance of the school through the remaining weeks of the summer.

Mothers' day at the Washburn came on Wednesday, July 27; and the fathers came, too. The exhibit shown was *children at work*; no special exhibit of articles was made, but in each room such articles as had been made and were being made were the attractions for doting and grateful parents. They inspected carefully, earnestly and enthusiastically—and their pleasure was reflected in both teachers and children—they were grateful beyond power of expression.

At Old Hughes there was similar interest, even if the work was not entirely new in that neighborhood; the director and the teachers were in earnest and achieved good results. Here more missionary work is always necessary because of the extremely poor and neglected condition of many of the children. And the director and teachers go out of their way time and time again to meet and deal with these conditions,—many children being fed and clothed through the interest and exertion of their teachers and director. There was a very interesting exhibit of the work done at this school on Thursday afternoon and evening, July 28. During the evening there was an interesting musical and elocutionary entertainment in the gymnasium, during which some excellent illustrations of the elocutionary and dramatic training in the school were given. To both exhibit and entertainment came quite as interested and enthusiastic parents as to the other schools, and they, too, were grateful beyond words, sometimes, for the efforts being made by the Board of Education for their good. In telling you this story of another successful effort promoted by your encouragement and that of each member of the Board of Education, I can not but grow enthusiastic all over again, and rejoice that such things have been made possible.

Results.

(*a*) Interest in the vacation school movement kept awake.

(*b*) Because there were but two centers attention was concentrated thereupon and a wider community interest developed. When blessings disappear from a neighborhood an interest is awakened that demands a reinstatement of things that make for the neighborhood's betterment. Constant requests were made that former centers be reopened next year.

(*c*) Greater enthusiasm on part of teachers.

(*d*) Better results in work—not so many articles, but better made ones. Not so much quantity as quality of workmanship.

(*e*) Increased appreciation on the part of the parents of the safety provided in vacation schools for their children, who would otherwise be constantly brought under the influence of the streets with all their danger.

The schools closed on Friday, July 31, to the great regret of the majority of the children who had been benefited by them. The five delightful summer weeks had come to a close, but the intense and earnest work of all the teachers found its best reward in the wishes expressed by the children that they come back another year and "stay all vacation."

As supervisor of all this work, I am deeply grateful for the willing response made by directors and teachers to the call for honest, earnest, enthusiastic endeavor, and I congratulate them upon the results achieved.

Teachers.

Washburn

Director

Matilda Nicholson

Teachers

Mathilda Dauch
D. K. Hiett
Elizabeth Cramer
Sadie Lloyd
Edna Moorman
Marie Schatzkeoer
Wilma Smith
Anna L. Foerster
W. R. Sage
Sarah Landman
Hattie Meyer
Gilcher Neeb
Ida Schoenfeld
Lena K. Suter

Assistant

Anna May Orr

Old Hughes

Director

Jennie Porter

Teachers

Ida Liverpool
Edna Ringgold
Wm. Caliman
Anna Sanford
Henrietta Washam
Mattie Dalton
Myrtle Richardson
Minnie Peace
Margaret Davis
Sanfred Showers
Lillian Boswell
Virginia Doll
Mary Raser
James Thorpe

Assistants

Willa Harrison
Neola Woodson
Gladys Willis
Sadie Samuels
Edith Adams
Clinton Gibbs

Attendance.

Washburn

Enrollment	501
Average attendance	440
Aggregate attendance	11,000

Old Hughes

Enrollment	650
Average attendance	450
Total aggregate attendance	11,250
Total enrollment	1,151
Total average attendance	890
Total aggregate attendance	22,250

Expenditures

2	Directors	@ $2 50 per day
28	Teachers	@ 2 00 per day
7	Assistants	@ 1 00 per day
1	Supervisor	@ 3 00 per day

Total salaries	$1,756 00
*Supplies	88 98
Total	$1,844 98
Expense for teaching 1 child, 5 weeks	$1 97
Expense for supplies for 1 child, 5 weeks	10
Total for 1 child for 5 weeks	$2 07
Total for 1 child for 1 day	$0 08 1–5

Respectfully submitted,

M. Louise Armstrong,
Supervisor.

*We used up all supplies carried over from the schools of 1913, and thus reduced expenses.

REPORT OF SUMMER PLAYGROUNDS

SUMMER PLAYGROUNDS

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—The report herewith submitted is that of the summer playgrounds, 1914:

Creation of Fund.

It takes public calamity to stir the public heart to sympathetic response, and when in June, 1914, lack of funds forced the School Board to decide upon the closing of all school playgrounds during the summer, the public, realizing what this would mean to the city, opened its heart and created a generous fund. The crying need for school playgrounds in districts remote from parks and park playgrounds, and the demand on the part of parents and other citizens in such districts that this need be responded to, led public-spirited women to come to the rescue; then came publicity, and presently one of Cincinnati's evening papers—the Penny Post—took up the cause and pushed it until the sum reached the generous amount that made possible the opening of six playgrounds and their maintenance for the months of July and August—sixty full days. What this fund meant for the children who were to be benefited by it most of us know, but what it meant to those who gave it and to all who were watching it grow was greater by far, for it was stirring within them that communal spirit which makes for the good of all a city's life and activities.

It would be interesting to go into detail concerning the raising of this fund, to speak of the correspondence of the interesting conferences and telephone conversations, to speak of the several donors and of the means used by many of them to obtain money for the fund, but time and space forbid. A glance through the appended subscription list will discover for the reader some very interesting items regarding the means used to secure subscriptions for this particular fund.

Centers.

As the fund was only in its incipiency on June 29, the day decided upon for opening the school yards, only *three* playgrounds were opened: the Sherman, the Oyler and the Twentieth District. Even though the Sherman grounds were not far from Sinton Park playgrounds, existing conditions in that neighborhood warranted their opening. The other two, particularly the Oyler, were remote enough from parks and park playgrounds to make their opening a necessity. During the first week the growth of the fund made possible the opening of centers at the Twelfth District and the Bloom Schools and the addition of the playground feature to the Washburn, where there was, at the time, a vacation school. So on Monday, July 6th, there were six centers for playground work open and ready to cater to the demands of children along the lines of play in their several neighborhoods.

Teaching Force.

July Calendar:

	Days
4 Teachers	30
1 "	24
1 "	23
1 "	15
1 "	13
1 "	8
1 Assistant	28
2 Vacation School Teachers	19
2 Half-Day Teachers	23

August Calendar:

7 Teachers	30
2 "	23
1 "	17
1 "	12
1 "	10
1 " (half-days)	30
1 "	7
1 "	4
1 Assistant	30
1 "	30
1 "	30
4 Vacation School Teachers	25
1 " " "	24

Volunteers—July:

Twentieth District	A group of club women
Sherman	6 women, 1 man
Twelfth District	4 women
Oyler	4 women

Vounteers—August:

Twentieth District	A group of club women

Teachers.

The diploma represents training, the certificate represents recognition of that training on the part of an official examining body, but these are *not* the only requirements for those who would be playground workers. An initiate love for children,—evidencing itself in a living, active interest in their doings, in patience with their, so-called, shortcomings, in sympathy with them in their childish trials and tribulations, in firmness in dealing with their waywardnesses and in fairness in judging them,—this is the *needed requirement for playground workers,* and when coupled with training, the result is the ideal worker. It is a foregone conclusion, of course, that every such worker should be clean and pure of heart.

In a report like this one may not enter into personalities, but were such a thing proper, it would give pleasure to the writer to pay tribute to those whose work evidenced so much of what makes an ideal playground worker. There were twenty-four young women and men in our corps, and the very successful result of the summer's work is in very large measure due to them. There were novices among them, and there were veterans as well; there were those who had insight, those who had training, and those who had knowledge born of both, and every one lived up to what was in him in his endeavor to promote the interests of the children and to make his special play center of value to its neighborhood. We are sure that the summer's work and experiences brought as much to teachers as to children in the way of enjoyment and discipline and enlightenment, and that every one of these teachers has, because of those experiences, gained "the clearer air and the broader view."

ORGANIZATION.

City neighborhoods are insular, so to speak, and this for very obvious reasons; so, considering the school playground the center of the neighborhood in which it happened to be located, it was considered best to have the teachers at each center organize their work according to the needs and demands of the district supplying the children. There was one great game, however, in which all the boys of all the playgrounds had a common interest, and that, of course, was baseball; consequently one enjoying that game—and who does not?—might find his wish for enjoyment gratified whatever school playground he visited. And the baseball league which our men organized had in its membership representative teams from all six of the playgrounds, and this was a great bond of fellowship among all our playground boys. Girls' ball teams were organized, and those of the different schools played with each other—their games being center-ball and indoor ball, thus cementing still further the bond of fellowship between the centers. In August story-telling and dramatic work were introduced, the teacher visiting each center every week, again linking the centers together into one united system. And so the story runs, each center responding to the distinctive needs of its own children, and all the centers coming together in support of the things of common interest, and thereby fostering that communal spirit in the young citizenship being developed in these playground laboratories. The organization was simplicity itself, but strong because so free from complications.

NATURE OF CENTERS.

The Oyler playground is the most remote from public parks and playgrounds. There the opening of the grounds was greeted enthusiastically by the parents of the children, and through all the ten weeks' session their interest did not lag. On the Fourth of July the children of this center were given their own especial treat because of their distance from the park centers where like celebrations were going on. Some four hundred and more came to this Fourth of July party, and that is about the number enrolled in the playground there. While many of the children were regular attendants at the Oyler School, many others were parochial school children.

The Twelfth District playgrounds catered mostly to the needs of parochial children, although quite a number of those attending went during the school year to the Twelfth and to the Dyer. Many of the mothers of these children work during the day time, and consequently there was great appreciation on their part for the efforts made for their children's care during the summer. The closing exercises at this center were interesting, in that they brought to the playgrounds that day more than three hundred of these mothers; a gratifying result, indeed.

The Sherman playground was a boys' center almost exclusively. Very few girls came, and those few were small girls. An investigation of the Sinton playground groups did not discover them, but inquiry developed two causes; one was that almost all the big girls of the neighborhood were in the sewing classes at the sewing school at the Jewish Synagogue at Eighth and Plum, and the other was that mothers objected to a common playground for girls and boys, there being but *one* at the Sherman in the summer time, the other being absolutely unendurable. We had a splendid group of boys at this playground, big ones, too, and that alone is reason enough for its continuance as a center; but something should be done to attract the girls as well.

The Washburn playground was open during the afternoons and Saturdays of July, because there was a vacation school there five mornings each week; but during the month of August it was open for thirty full days. The opening of the new playground here in the latter part of July did much to further the work of the teachers there. Finding that the people of this neighborhood wished their children to be occupied with handwork, we placed two regular vacation school workers here, and for five mornings each week these two workers found themselves in demand as teachers of sewing, or basketry, or raphia-work, or paper-cutting, as the cases demanded. Of this neighborhood we would say that it is very appreciative of any effort in behalf of its children, and very grateful.

The Bloom playground was a center opened in a neighborhood where a taste for playground work and vacation school work had been developed in previous years, and it was, therefore, more than welcomed by the neighborhood. Here we found big boys ready for baseball and girls ready for sewing and handwork. Little boys, and girls too, enjoyed the raphia and paper work. So, as in the Washburn, we had regular vacation school workers five mornings each week for the ten weeks, and the display of work done warranted the engagement of such teachers.

The Twentieth District playground was in the hands of a group of club-women who, having expressed a desire so to do, were given almost free rein in the management of their work. We, however, sent one of our men there every other day in order that we might keep in touch with the boys of that district, who numbered among them an unusually large number of large boys, and who needed managing.

VOLUNTEERS

While we do appreciate the offers of their services on the part of those who would freely assist in such work as this, and while we thank all those who so helped us during the past summer, we feel that if the money is forthcoming, all the work should be in the hands of regularly trained and paid workers. If there be unpaid workers, they should be selected from those who are in training for the regular playground work and who expect to be future playground workers. This is not said in criticism of any services offered, or work done, but merely to emphasize a more complete and systematic organization of the playground work of any city—and of our own in particular.

ACTIVITIES.

Some apparatus work, but not in classes nor under strict direction. Boys like this work better than do the girls, but their desires were in the direction of baseball, and were, in consequence, catered to.

Baseball for the boys was confined during the first month to the individual playgrounds, match games being played between rival teams in the same centers.

During the month of August a fine playground league having been organized by the men, a series of games were scheduled between the teams of the several centers, much interest being created, and many boys, who would not otherwise have attended, being attracted to the centers. Twenty games were scheduled and the team winning the greatest number was to be given the prize. The

Sherman team won *fifteen* out of the twenty games, and to each of its members was given a bronze watch fob on which was an inscription indicating the "Organization" under the auspices of which the honor was won. This Playgrounds League was more than successful and solved the problem of what to do with *big,* as well as little, unemployed boys in congested city districts in the summer time.

There was no manual training, that is bench-work, in the playground curriculum. There was but one building equipped for it, but that would have been useless because *it was preferable* that we keep outside the school houses; and again, the boys preferred outside games—ball above everything. For the girls and little children there were games, directed and free play, stories, dancing, folk-dancing and handwork. There were sewing and fancy-work classes, basketry, paper-cutting and raphia braiding classes in both Bloom and Washburn centers, in charge of teachers appointed there for that purpose. There was a teacher of sewing and fancy-work who spent a portion of her time each week at the Oyler and the Twelfth, while at both these centers the teachers in charge had classes in raphia and reed work. The Sherman girls, the few who did attend, showed no desire for sewing, saying that they could go to the Temple for it if they wished it, so there was no attempt to form a class there. They did, however, enjoy the folk-dancing which the addition of a victrola to the playground equipment made more attractive than anything else to them. As before stated the girl question at the Sherman is still awaiting solution, but there must be a solution somewhere.

For the very little children of the playgrounds our men made sand boxes and these were centers of attraction always.

In August there was appointed a regular story teller who went the rounds every week, carrying with her her welcome budget of myths, fairy-tales and stories of heroism, inspiring the children to tell stories, too, and having occasional dramatizations of the things read and talked about. The closing exercises at the Twelfth included a dramatization of The Sleeping Beauty, which the mothers of that center appreciated with great enthusiasm.

There were songs wherever there was sewing and it was pleasant indeed to happen in at singing time.

At the Oyler the Library people supplied the children with books, and that was one of the pleasant diversions there. Several outings were indulged in on the part of some of the centers; these were enjoyable, but the children were quite as contented in their own playgrounds. An occasional outing does them good, however, and teaches them a little greater appreciation of what is being done to promote their happiness.

In all this work and under all conditions and circumstances the spirit of the teachers was fine. There was little formality in working out the daily programs, but there was discipline which made all endeavor worth while.

The closing day, Saturday, September 5, while it was a day of exhibitions, celebrations and feasting, was the shutting into the past of a beautiful summer full of business and happiness for all, the finishing of a good time for all, which like all other real good times was finished with regret.

ATTENDANCE.

Each day the centers grew in popularity and each week registered a gradually increasing attendance. At all the centers except the Sherman there was an equal number of girls and boys.

Owing to the law forbidding the transgression of the age limit requirement there were many large boys in attendance. The tendency toward rowdyism displayed by some of these large boys was done away with by means of the baseball clubs, and the discipline enforced by the teachers.

Many parochial school children came to the centers, the girls particularly enjoying the hand work.

Quite a number of little mothers came, always solicitous for their young charges.

Monday was usually a day of poor attendance; this was natural, it being the day after Sunday, or washday, or Coney Island day. Saturday mornings also were times of small attendance, but Saturday afternoons were quite full and quite *clean,* children coming more generally "cleaned up" as one might say.

There were little children enough in evidence to warrant the sand box provisions, and indeed we felt tempted to organize Kindergarten classes in two or three of the centers. The attendance warranted the keeping open of the centers for the entire ten weeks.

DAILY ATTENDANCE:

	Daily	Aggregate
Oyler	400	24,000
Twelfth	325	19,500
Sherman	250	15,000
Washburn	400	24,000
Bloom	300	18,000
Twentieth	300	18,000
Total	1,975	118,500
Average per school	329	19,750

COST.

COST OF MAINTENANCE:	
Salaries	$2,178 00
Material, equipment, etc	365 18
Total	$2,543 18

TUITION.

One child, 10 weeks	$1 29
One child, 1 day	02½

All the work herein described and outlined was done in cooperation with Mr. Frank Murden Moore, the supervisor of gardens and social centers, and during the closing weeks, with Miss Matilda Nicholson, director of the Washburn Vacation School.

SUMMARY.

TOTAL RECEIPTS		$3,268 35
EXPENSES:		
Teachers' salaries	$2,178 00	
Equipment, outings, etc	365 18	
Total expenses		$2,543 18
Balance		$725 17

FUND.

Created by private subscription and promoted by Citizens' Playground Emergency Committee.

Contributors—Emergency Committee	$2,000 00
Clubs, organizations, citizens, entertainments	1,268 35
Total fund	$3,268 35

CENTERS.

Oyler, Sherman, Twentieth, Twelfth, Washburn, Bloom.

TERMS.

Two terms—five weeks each—sixty days complete. Morning and afternoon sessions.

TEACHERS.

First term, 13 teachers, 1 assistant.
Second term, 21 teachers, 3 assistants.
Volunteers: a group of club women; fifteen other individuals.

ACTIVITIES.

Base ball, center ball, simple hand ball. Some undirected apparatus work. Games, free play, dancing, folk-dancing. Stories, dramatizations, songs, outings. Handwork, sewing,, fancy-work, basketry, paper-cutting, raphia-braiding. No benchwork (manual training so-called).

ATTENDANCE.

Average daily attendance, 1,975, for 6 centers; average daily attendance, 329, for 1 center; aggregate attendance, 118,500, for 6 centers, 60 days; aggregate attendance, 19,750, for 1 center, 60 days.

Cost.

Salaries of teachers	$2,178 00
Cost of material, etc	365 18
Total	$2,543 18

Tuition.

One child, period of 10 weeks	$1 29
One child, one day	02½

Balance on deposit, $725.17.

Observations and Suggestions.

There must be some rooms in a schoolhouse open for the accommodation of the playground teachers and children, particularly in case of rain. A playground should not be reduced to a minimum in its attendance because of rain, and would not be so reduced were some rooms at the disposal of the teachers. This matter should be so understood by *all* janitors.

Why not open the playgrounds at night? This would attract the "grown-ups" and give added interest to the social center work. Supply each center with a victrola, and provide good strong electric lights for the grounds. The people in some of the districts would greatly appreciate this, as we well know. In this way we might assist in the reduction of commercialized recreation, by bringing such things as the properly conducted dance, the movies, the drama, the concert and the lecturer to the people of each neighborhood.

For such work many assistants would be needed, but only those who are in training for such work should be encouraged to come to the centers. The same can be said of playground workers, as we have stated before this in this report. Volunteer work should not be discouraged, of course, but it should submit itself to the direction of those who are working out an economic organization of all forces. There is no reason, otherwise, why it should be a retarding element. Would suggest an early organization of playground workers for the coming summer, and some regular preparation for the work.

Schoolyards are neighborhood play centers and, even though a park playground be near, should be open through the summer time in congested districts, particularly. Many little children can thus be cared for, whose parents wish them to play in their own neighborhoods.

The Board of Education should have supervision over part of the activities of park and municipal playgrounds. Kindergartens, hand work, games, folk-dancing and free play should be conducted under the auspices of said Board.

Athletics, apparatus work and people's dancing classes and swimming could be cared for by park and municipal authorities. So would firm connection be kept between all parts of a city's education system.

There should be a supervision of children's play all through the year—even on Sundays, one is tempted to say. This feature of the school curriculum does not necessarily belong to the department of Physical Culture; it is a department in itself, and has for its main object the socialization of the school. It means an organization of forces that are now being wasted, and its effects would be haven in every school room in the city.

I would suggest that some attempt be made in the very near future to organize the play of the recess periods at school as well as after school, and if possible, that this be urged upon the teachers for consideration, at any rate.

Through the agency of baseball all the boys in the city could be reached; we would suggest a city organization of boys' gangs into a baseball league.

Let us train ourselves for this service to our city, and in its exercise let us train the children for service. Are we, in doing so much for the children, training them in selfish ways? The attitude of many of the children sometimes makes it appear so.

If we are to use the Sherman grounds again, we would suggest attention to the sewerage there. The east yard is positively unendurable.

Would suggest the placing of high wire screening on fences and walls of school grounds that are close upon neighborly premises. Also the protection of windows on such premises; balls will be balls, you know, and all neighbors cannot be propitiated at all times.

Another year have all playgrounds in the hands of regular playground workers.

We found the employment of regular handwork teachers at the Washburn, Bloom, Twelfth and Oyler good in results, and would advise its consideration another season.

We approve the work of our traveling story teller and would suggest that feature another year. A traveling teacher of folk-dancing would make a good alternate with such a teacher. These traveling teachers are connecting links between the centers and help to unify the system. In closing this report we thank you most sincerely for the opportunity given.

Respectfully submitted,

M. Louise Armstrong,

Supervisor.

HOME AND SCHOOL GARDENING

Mr. Randall J. Condon, Superintendent of Public Schools:

My Dear Sir—I beg leave to submit the following report of the work in the Department of Home and School Gardens for the season 1914:

In spite of many obstacles, the year 1914 in school garden work was in every respect the best year. Begun under the auspices of the Civic Department of the Woman's Club in 1908, the work was carried on in this way for three years. In 1912 the Board of Education undertook to supervise the work and to relieve the Woman's Club of the increased responsibility of the developing activity. In the summers of 1912 and 1913, through the farsightedness of those responsible and the untiring efforts and the loyalty of the teachers assigned to the work, the home and school garden project definitely evolved from the experimental stage. The impetus and promise of the preceding years were focused upon the spring of 1914 and the supervisors and teachers alike entered upon the summer's work with a deep appreciation of the significance of the movement both in the lives of the children and in the larger life of the city. Too much can not be said in praise of the loyalty and self-sacrifice and industry of the group of workers who gave their time and energy to the carrying on of the work during the summer of 1914.

On May 1, 1914, thirty-five teachers were assigned to the task of carrying on the work as it had been planned in former years. Thirty-one of these teachers were employed for only ten weeks from the 1st of May and from the opening of school until the work was closed in the fall. Four teachers were appointed supervisors for the whole summer, the plan being that these four should have additional responsibilities in the care of school gardens while the thirty-one had their vacations. The work of all of these teachers was to care for school gardens and to visit the homes of children who had home gardens. At the beginning of the season 8,750 children signified their intention of having a garden of some sort either at school or at home. Deviating from the plan of previous years, when buttons had been given as a recognition for wood work done on the part of the children, a small certificate was prepared and presented formally to those who had carried on a successful piece of garden work during the season. Four thousand eight hundred and fifty such certificates were distributed at the close of the season and while the standard was not of necessity the same in every case, yet we feel confident that this large number is not without significance.

The climax to the season's work was reached on September 26, 1914, when a garden exhibit was held in the Guilford School. On that day 1,800 entries, representing 1,200 children, were placed in competition for prizes; and more than 15,000 people visited the exhibit. In the evening a public meeting was held, preceded by a band concert in the school auditorium. Addresses were made by Superintendent Randall J. Condon, Assistant Superintendent E. D. Roberts, Mrs. George B. Kerper, and Prof. H. M. Benedict. At the close of the speech-making the prizes were presented to the successful contestants. One feature of the exhibit was the room in which several hundred jars of canned goods were exhibited. In the majority of instances the vegetables and fruit were grown by the children themselves and all of the canning was done under the direction of the teachers of the domestic science department of the public schools.

Three general types of school gardens were maintained, as follows: (1) demonstration garden, (2) community garden, (3) individual garden. The gardens at Chase, Linwood, Cummins and Pleasant Ridge deserve special mention. In addition to these schools, gardens were maintained at the following schools: Raschig, Windsor, Twenty-third District, Thirtieth District, McKinley, Bloom, Westwood, Kirby Road, Highlands, Twentieth District, and Douglass.

The Board of Park Commissioners offered every assistance and encouragement. They gave thousands of plants for the school gardens and flower beds in school lots and a great many plants for the children in the downtown districts. The Cincinnati Chamber of Commerce, through Mr. C. R. Hebble, rendered very valuable service during the year. In a very practical manner the Civic Department of the Woman's Club demonstrated that though the supervision of the movement had been transferred to the Board of Education, yet their interest had been cumulative. Mrs. Fox and Mrs. Kerper were constant in their interest and encouragement.

The consensus of opinion of all those who have intimate knowledge of the work done in the department of home and school gardens is that the time has come now when a big forward movement should take place. This department of school work has come to stay. The citizens of Cincinnati have demonstrated their belief in it. A system for more efficient training of teachers for this work is absolutely essential and while it may be possible for teachers to give their time to the school garden activity for a year or two because of their profound interest in the development of the department, yet it is not to be expected that with the larger work looming ahead they will be ready to sacrifice a large part of their summer vacation for the small amount of financial remuneration that has been offered in the past.

In conclusion, the success of the home and school garden movement during the season 1914 was dependent on many factors. The Board of Education is indeed greatly indebted to many interested citizens who have contributed to this success.

Respectfully submitted,

Frank Murden Moore,
Director.

CIVICS

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—I herewith submit to you a report concerning the present status of Civics instruction in the elementary schools together with recommendations for its improvement.

Six years ago there was practically no instruction in Civics in the elementary schools of this city. The community had little interest in such instruction, the politicians were opposed to it and teachers were either apathetic or afraid.

The Federated Improvement Associations, with a full appreciation of the situation, began a campaign for the purpose of creating a popular demand for the teaching of Civics in the Public Schools. The public press gave valuable assistance and the campaign culminated in a public dinner at the Business Men's Club, Friday evening, April 30, 1909, attended by more than 150 representative citizens. The principle speakers were Arthur W. Dunn of Indianapolis, Superintendent F. B. Dyer, Dr. J. M. Withrow, and Dr. Charles Frederick Goss.

As a result of the movement, Civics was introduced into the Eighth Grade as an optional subject the following September and during the school year 1909-10 a group of earnest Eighth Grade teachers attended a series of twenty-five meetings for the purpose of listening to lectures on Civic topics and working out methods of instruction.

Civics became a required subject in the Eighth Grade the following year and the teachers' Civics Class increased in numbers from fifteen to more than thirty-five. By the end of the year a committee representing teachers, the class, had ready for publication, the Civics Syllabus of 1912 and Civics was definitely established in the curriculum.

When Civics found a place in the Eighth Grade course of study it was not expected that it would stop there. From the beginning it was appreciated that the Eighth Grade was bearing more than its share of the burden and that a study of community life could be extended advantageously into grades below the Eighth. For the purpose of thus extending the work, Mr. Roberts last September appointed a committee representing the Fifth, Sixth, Seventh, and Eighth Grades to work with me in the proposed revision and extension. The committee which consisted of Louise Huseman, Twenty-third District; Amanda Kuersteiner, Thirtieth District; L. P. Stewart, Avondale School; Frieda Beinhart, Linwood School; Lottie Murphy, McKinley School; Ella A. Rothe, Peaslee School; Arthur T. Condit, Warsaw School; Belle Haight, Chase School; Esther F. Wilson, Hyde Park School; Florence McNamara, Linwood School were all able teachers and have an intelligent understanding of the work.

The report, which has been submitted, hardly deserves to be called a course of study; it is rather a series of suggestions for the study of Civics. When the teachers in the grades have devoted a year to the subject, we may expect a more definite statement of what the course should include.

But finding a place in the course of study for a subject like Civics does not insure that it will maintain that place with dignity and efficiency. We know that some schools soon reached and have since maintained a high standard in the work; but as there has been practically no supervision a suspicion has existed that perhaps in some schools the results accomplished have been less than what should be desired. An inquiry, therefore, has been made to determine the present status of Civics teaching in Cincinnati and to determine what should be done to improve it.

Two questionaires were sent out and these inquiries were supplemented by such personal investigations as could be made.

No answers have been received from the questionaire furnished by the National Municipal League from Avondale, Cummins, Lincoln, Madisonville, Riverside, Whittier, and Dyer Schools, although repeated requests have been made to have them sent in. No replies from the other questionaire have been received from Dyer, Morgan, Avondale, College Hill, Douglass and Madisonville.

The only schools which reported on the amount of time given to Civics are as follows: Bond Hill, one hour per week; Columbian, one hour; Douglass, one hour; Hoffman, one-half hour; Linwood, one hour; Horace Mann, one-half hour; Oakley, one-half hour; Peaslee, one hour; Raschig, one hour; Washburn, one-half hour. It appears that the Civics is being neglected almost entirely at the Dyer, Harrison, and North Fairmount Schools.

The answers to the National Municipal League questionaire indicated that teachers generally are placing the main emphasis on the broader community relations and on the formation of traits and habits of good citizenship rather than on government and politics. This is as it should be, although one of our best teachers makes the statement that "All must be studied together; no one of them can stand alone."

But few teachers have a correct understanding as to what Civic traits and habits of good citizenship should be developed.

In reply to the question relating to this point, five schools were silent and numerous others gave a rather incomplete statement, which indicated a limited understanding of the question. Some of the answers were as follows:

"Patriotism," "Respecting the rights of others, fair dealing," "Punctuality," "Reliability," "Instil pride and respect for community and school," "Self-support, co-operation with others," "Keep the streets and sidewalks clean." Others named passive rather than dynamic virtues as, "Obedience to law, self-control." A few having a broader understanding of the subject, indicated that instruction in Civics, should develop the Civic conscience, a sense of personal responsibility, and a desire for social service, the habit of active participation in those movements which promote the community welfare.

The statement in regard to the methods by which Civic traits and habits are developed is less satisfactory than the statements as to what traits and habits should be developed. Ten teachers did not attempt to indicate or describe any method used; eight said that they endeavored to develop traits and habits of good citizenship by discussion of Civic topics; one, by the study of bibliography, history, and current events; one, by the study of the lives of the pioneers and bibliographical sketches; one, by the study of city government; one, by reports on Civic topics by pupils; one, by didactic teaching. Only eight indicated that in addition to a study of Civic topics an actual participation in the affairs of the school community and in the larger community is necessary for the development of the Civic conscience, and the habit of co-operating with others for the promotion of social welfare. It is probable, however, that a larger number appreciate that we can learn to do only by doing, and that the habit of working for the common weal can be developed only by practice. In this connection it would be interesting to know to what extent schools of the city are endeavoring to develop among their pupils a sense of personal responsibility, initiative, and leadership.

It is only the occasional teacher who does not give more emphasis to local than to national government. This is to be expected as the course of study and the Civics Syllabus emphasize local topics. Some of the reasons, however, for emphasizing local government are interesting:

Teachers dictum.

Because the local is the cause of the national and the cause precedes the effect.

Children as a rule, do not take much interest in national affairs.

Because pupils of the elementary school cannot fully comprehend the scope of a general or superior government.

More concrete and more immediate.

The thing that will affect them most vitally is city government.

Interest more immediate and vital.

Good pedagogy.

Specific to general, known to unknown; because most of our children live and will spend their lives in local activities.

The child feels himself a part of the city government more than he does the national government. It is his every-day life.

The local government has a more direct influence and the individual pupils are more interested in local affairs and see more relation to the local government. They see and more readily comprehend the workings of the local government; from the known to the unknown.

Very few teachers have an adequate standard by which to test the effectiveness of their teaching. Eight did not indicate that they had any standard. Several said that they test the effect of their teaching by the amount of information gained. For example: "How well the pupils understand and discuss the problems of citizenship;" "Knowledge acquired." But better and more to the purpose are the following:

Social habits as members of the school group.

Interest in city affairs; Increased reading of civic news.

By interest in cleanliness about the school premises; by efforts put forth to improve the home surroundings.

General interest in affairs of the community.

Interest in, and respect for the school and the local community.

The interest which the pupils show in trying to improve the community.

Conduct in the school.

By the spirit of the pupils, by the appearance of the school, by the care of the books, by interest manifested in municipal and national affairs, by the thoughtful gathering of civic facts from books and papers, by the interest manifested in the budget show, by the visits made by the pupils to municipal buildings, and by the regular study of current events.

By personal judgment, and by the interest pupils take in the civic affairs of the community.

By the interest the pupils show in trying to improve their own community and by the manner in which they conduct themselves.

Perhaps ten teachers altogether gave creditable answers.

The answers to the question, "In what ways is instruction in other subjects utilized as a means in Civic training?" show that practically all endeavor to correlate Civics with other subjects; but in the majority of cases it appears that the correlation is in a great measure mechanical. There seems to be no real understanding, except in a few instances, of the idea expressed by the teacher who said: "Every lesson is an opportunity for a lesson in Civics," or as expressed by another, "The conscientious teacher will find an opportunity in every subject taught." Not many of our teachers reached the point where they think civically.

It would appear that only to a limited extent is the school organization used as a means of civic training. I know of no schools except Carthage and the Twenty-third District which have attempted the school-city plan. The following, eleven schools in all, conduct Civics Clubs: Carthage, Cummins, Twenty-third District, Clifton, Hoffman, Linwood, Morgan, Peaslee, Raschig, Washburn, and Washington. Sayler Park says that the responsibility of maintaining order in the halls and on the playgrounds is placed upon the children. Personal responsibility in this connection is largely developed at Linwood and Morgan, and perhaps at other schools of which I have no knowledge.

Numerous schools to a limited extent have drawn on the community for assistance through addresses by citizens and through Civic excursions as indicated by the following table:

	Speakers	Excursions
Twenty-third District	2	..
Twenty-fifth District	..	2
Carthage	8	5
Cummins	..	2
Bond Hill	..	5
Chase	1	2
Clifton	2	..
Evanston	..	several
Guilford	2	3
Hartwell	..	3
Lincoln	4	5
Mt. Auburn	..	12
McKinley	..	2
Oyler	..	3
Peaslee	2	several by pupils
Sayler Park	..	5
Warsaw	2	..
Washburn	2	3
Windsor	3	..
Whittier	..	2
Washington	2	1
Westwood	1	1
Winton Place	..	1

It appears that pupils of the Public Schools participate in the affairs of the community only to a limited extent. Three reports, however, are worthy of quoting.

Evanston says:

> 1. Work in school gardens, where respect for the property rights of others is taught to be expected. 2. Helping to keep clean streets, vacant lots, school grounds. 3. Older children helping younger children over dangerous crossings..

> My class has cleaned up the cemetery in which the pioneer settlers of Cincinnati are buried, has appropriated money for flood relief, for buying trees and flowers for school yard; has torn down sign boards and signs near the school.

Peaslee says:

> We try to teach the children to see what is being done in the community and to appreciate the work of any good citizen or official. We dwell on the good and on the praiseworthy, avoid personal criticism and dwell on the aid given all by the government.

About the only outside agencies which are reported as assisting the public schools in training for citizenship are, "The Boy Scouts," "The Junior Civic League," and in the downtown districts, "The Social Settlement Clubs."

We should know more about the character of the work in certain schools, particularly Central Fairmount, Cummins, Highlands, Oakley, Riverside, Sands, Madisonville, and Hyde Park. It is probable that some of them are doing good work, but insufficient information is available on which to base an opinion.

The list of teachers doing the best work in Civics will include Miss Koons, Carthage; Miss Huseman, Twenty-third District; Mrs. Wiedmer, Columbia; Miss Lawler, and Mr. Woellner, Guilford; Mr. Schlotman and Miss Deckebach, Hoffman; Miss Madden, Linwood; Mr. Davis, Morgan; Mr. Richards, Oyler; Miss Rothe, Peaslee; Mr. Marsh, Raschig; Mrs. Cornwell, Washington; Mr. Condit, Thirtieth District.

It gives me pleasure to call particular attention to the excellent work of Miss Rothe, Miss Madden, Miss Huseman, Miss Koons, and Mr. Davis.

The work at Clifton, Mt. Auburn, Horace Mann, and Washburn Schools is perhaps of a satisfactory character.

So far, this report relates entirely to the work in the Eighth Grade, but the reports sent to me indicate that Mr. Auburn, McKinley, Vine Street and Windsor Schools are doing good work in Civics in the Fifth, Sixth, and Seventh Grades. They should be commended for their initiative, as no course of study has been prepared for these grades and any work which they are doing is voluntary. The teachers composing the committee on the extension of Civics into these grades also have been giving their classes this work.

From the reply to the question, "What suggestions can you offer for the improvement of the work in Civics in the Grade Schools," we quote the following:

> Fuller information about the industrial life of the city so that better vocational service may be rendered to the class in correlation with Civics. A more extended study of the business life of the community.—*McKinley.*
>
> Recommend a tax book on Cincinnati profusely illustrated.—*Linwood.*

One hundred and twenty minutes per week for Civics and Vocational Service in German classes and one hundred and fifty minutes per week in English classes.—*Horace Mann.*

The present course has too many topics. Type lessons in practical Civics as a suggestive course might well replace the present course.—*Oyler.*

A more concise and definitely outlined course.—*Kirby Road.*

Develop the Civic ideal by leading the child through Civic experiences. Give material on Civics as well as methods of handling material. Furnish a few type studies. Civics should be made a distinct department. A supervisor of Civics with the co-operation of the grade teachers.—*Guilford.*

I would suggest that the Civics course be revised and made more condensed; that a Civic supervisor be appointed whose duty would be to organize and direct Civic instruction. A good text book in the hands of each pupil would be very helpful both to teacher and pupil. The work should also be extended to the fifth, sixth, and seventh grades.—*Sayler Park.*

I would suggest that a supervisor of Civics be appointed since intelligent voting can only be done if our youth receives proper instruction in Civics. I believe that it will pay to put more time on Civics, since the love of country, prosperity, and progress of the nation, and a correct understanding of patriotism depend upon proper instruction in Civics. We need properly trained, broad-minded, enthusiastic and persevering teachers to teach this very important subject. We need to continue the work of the Civics class that meets at Woodward High School under the guidance of Mr. Goodwin and to learn more about the industrial life of our city and we certainly need more contact with leading citizens.—*Peaslee.*

To summarize the results of the investigation:

1. The various schools are devoting from almost no time to one hour per week to the teaching of Civics.
2. Teachers in a general way know what to teach; but they have not worked out specifically what to teach, what traits and habits to cultivate and how to do it.
3. Even some of our best teachers have no adequate measure of the effectiveness of their teaching.
4. Only in a few schools is the school organization used as a means of developing Civic traits and habits.
5. Teachers make too little use of the opportunities which the community offers through lectures by citizens and excursions.
6. Civics is entirely neglected in a few schools; with regard to several others further investigation is needed.
7. Fortunately we have not less than fifteen Eighth Grade teachers who are known to be doing superior work. These constitute a splendid body of workers who should be used to assist in training others.

In conclusion I submit for your consideration the following recommendations in regard to the work in Civics for the ensuing school year:

1. Devote not less than thirty minutes per week to instruction in Civics in Fifth and Sixth Grade classes and not less than one hour per week in the Seventh and Eighth Grade Classes.

2. Conduct a series of conferences for Fifth and Sixth Grade teachers for the development of type studies and methods of instruction adapted to those grades.

3. Conduct a series of conferences of like nature for Seventh and Eighth Grade teachers.

4. In these conferences enlist the assistance of teachers who are known to have developed work of a worthy character.

5. Appoint committees from the various grades to assist in preparing a new informational Civics Syllabus on Cincinnati. Such a book should be illustrated.

6. Wherever possible, encourage the working out of a school organization such as will well tend to develop those traits and habits on which good citizenship depends.

7. Encourage the formation of Civics Clubs and bring about the federation of the clubs in the various schools.

8. Encourage teachers and principals to invite citizens to speak to the pupils on civic topics.

9. Encourage teachers to take pupils on well planned civic excursions. Such excursions should form the basis of the future classroom work.

10. In connection with the Vocational Service devote as much time to our classroom supervision as can be spared from other work.

Respectfully submitted,

Frank P. Goodwin,
Director.

VOCATIONAL SERVICE

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—It gives me pleasure to submit herewith to you a report in regard to the progress of Vocational Service in the Cincinnati Schools for the year ending June 19, 1914.

Elementary Schools.

The activities have been for the most part the development of work commenced or planned the previous year. In the prevocational group only a beginning has been made. In co-operation with the Supervisor an effort has been made to bring about a more careful study of the personal characteristics of pupils in the prevocational classes and to induce teachers of those classes to prepare on certain topics so that they might tell their students of the vocational opportunities and conditions in trades into which such pupils might enter. The manual training teachers who have charge of these classes were addressed on the subject and the Supervisor afterwards made the following assignments:

Mr. Kuns—Oyler, Plumbing.
Mr. Sage—Guilford, Automobile Repairs.
Mr. Bilger—Lincoln.
Mr. Neeb—University.
Mr. Schiebert—Dyer, Electrical Installation.
Mr. Hiett—Washburn, Carpentry.
Mr. Thorp—Brick and Cement Work.
Mr. Walther—Woodward.
Mr. Herdtner.

It appears that these teachers in co-operation with the academic teachers have a peculiar opportunity to make their work a testing process for the purpose of finding for what each student is fitted and as the work develops, there is a good opportunity to direct boys to the skilled trades who otherwise might go into unskilled industry.

Most of the teachers, academic and manual, who endeavor to render vocational service to this group, will require some special direction that should be a part of next year's work. Should an extension of the differentiated courses be deemed advisable, so as to include commercial work, and, perhaps, printing, there would be a much greater opportunity to determine the vocational aptitudes of pupils. Such courses should, perhaps, be elective and should be selected in consultation with teachers and principal and upon the advise and consent of parents.

A study of the situation in Boston has led to the belief that some system of placement for children who quit school before finishing the Eighth Grade is desirable. At present the work in Boston is in charge of the Placement Bureau, a private organization which works in co-operation with the Work Certificate Office; but as their system of Continuation Schools develops it is expected that the teachers of those schools will assume the burden connected with that work in so far as it relates to continuation school children. This suggests that some plan for Cincinnati might be worked out whereby there would be a practicable co-operation between the day schools, the Work Certificate Office and the Continuation Schools. Perhaps some reorganization could be made so as to permit a large part of the work to be done by persons connected with the Continuation Schools. Some arrangement of this character is worthy of careful consideration during the next school year.

The immediate purpose of the vocational work in the Eighth Grade has been and will continue to be the right selection of the high school course of study on the basis of the life career motive. Within the year a group of Eighth Grade teachers have held a dozen meetings to discuss methods connected with this work. All along an effort has been made to connect the study of vocational life with the study of community life and to correlate vocational information, where possible, with other subjects.

The announcement sent out last September stated that the conferences would relate to:

1. A re-organization of the Civics course so as to permit the introduction of information relating to vocational life.
2. The selection of vocational information suitable for Eighth Grade children.
3. Methods of teaching Civics and Vocational subjects.
4. The study of the vocational value of the high school courses of study.
5. The study of those personal characteristics of children which are of importance in the selection of a vocation.
6. How to secure the co-operation of parents and the community in Vocational Guidance and Civic education.

An effort was made to work out these ideas in the following program:

October 1.—A General Survey of the Vocational and Civics Work.—Mr. Goodwin.

October 22.—The Psychology of the Vocational Guidance Record Card.—Mrs. Wooley.

November 19.—Eliminations from the Eighth Grade Civics course and Correlation of the Vocational Information with the Civics.—Miss Huseman, Miss Albert, Miss Lawler, Mrs. Elliot, Mr. Marsh.

December 10, January 7.—Applied Civics.—Miss Rothe, Miss Koons, Miss Madden, Mr. Richards, Mr. Woellner.

January 21.—Studying the Personal Characteristics of Students.—Prof. Schneider.

February 4.—Co-operation with parents.—Miss Boyer, Miss Lawler, Miss McGrew, Miss Outcalt, Miss Albert.

March 4.—Differentiated Courses of Study.—Miss Conway, Mr. Gold, Miss Flessa, Mr. Stuart, Miss Mack, Mr. Merry.

April 1.—Industries in Our Neighborhood and How We Studied Them.—Mr. Brown, Mr. Heyn, Mr. Gold, Miss Lawler.

May 6.—Vocational Guidance in Eastern Cities.—Mr. Goodwin.

May 27.—Our Experience With the Vocational Guidance Record Card.—Mr. George Davis, Miss Deckebach, Mr. Carl, Miss Koons, Miss Madden.

At the opening meeting of this class an effort was made to show the members how a study of vocational subjects might be connected with topics relating to community life, in part as follows:

"However important a course in vocational information may be, the question of finding a place for it in an already crowded curriculum must be considered. Fortunately this is not a particularly difficult problem as this subject is sufficiently related to the work in Civics to be included in that course. This may require some eliminations from the present course in Civics and perhaps some of the material which is now a part of the Eighth Grade course is better adapted to grades below the eighth.

In this connection it may be well to indicate some relations between the vocational work and the civics course. In the first place, there is an intimate *connection between vocational success and good citizenship*. The first requisite for good citizenship is that the individual shall be self-supporting. This he cannot be in the fullest sense unless he selects for his life work that for which he is best fitted. Furthermore, the average of personal morality among those who have a regular vocation is much higher than among those who have not. An overwhelming percentage of the persons who fill our penal institutions belong to the latter class. Besides, the individual should regard his *vocation as something more than a means whereby he may make a living;* he should regard his work as a means of rendering service to the community. For example, the merchant should understand that by fair exchange of goods he is doing a piece of work which is necessary for the welfare of the community; the lawyer who engages in constructive business and endeavors to bring about a fair settlement of disputes, does a valuable social service; the carpenter, the brickmason, and the plumber who do honest work in the construction of a good house confer a lasting benefit upon the community. By thus including the informational side of the Vocational Guidance program in the Civics Course, we are less liable to unduly emphasize the material (particularly financial), side of the subject, at the expense of the civic and ethical. One of the changes in the Civics course under consideration, even before Vocational Guidance was attempted in Cincinnati, is the introduction of material relating to the economic activities of the community. This will furnish an excellent introduction to the purely vocational side of the program. For example, a brief history of the metal trades in Cincinnati, followed by specific information concerning those industries today, will furnish a good introduction to a study of the vocational opportunities in those industries.

Other vocations may be studied in connection with material already included in the Civics course. In connection with the protection of public health, we may study the vocational opportunities of the doctor, the nurse, the sanitary engineer; in connection with the study of the civil service we may consider the vocational opportunities in the service of the local and national governments; in connection with the study of sewerage and road building, we may learn of the vocational opportunities and conditions in the engineering professions; in connection with the study of charities and corrections, we may learn of the vocational opportunities of the Social Worker.

As the year advanced other ideas were developed. For example, Mr. Brown of Winton Place, took up with his pupils, a systematic study of gardening. In this he endeavored to develop a typestudy, the method of which might be applied to other industries. Miss Boyer of the Thirtieth District worked out with her pupils studies in carpentry and building, the lawyer, millinery, dressmaking, stenography, medicine. Near the close of the term Miss Boyer had each of her pupils write a paper on the vocation of the pupil's choice under the title, "Ten Years Hence." Miss Lawler of the Guilford School did something of the same sort and took her class on two industrial excursions. Mr. Marsh of the Raschig School, Mr. Gold of North Fairmount, Miss Madden of Linwood, also have presented reports which indicate careful classroom work. In the Peaslee, Miss Rothe, in co-operation with Miss Southgate, the English teacher, had the pupils work out an outline, after which each child made a personal application to his own case. I present it herewith as a type of constructive work which a class under the direction of a skillful teacher may develop. The children first suggested questions which were written on the board in the order in which they were given, after which the class, under the teacher's guidance, organized the material into an outline as follows:

CHOOSING A VOCATION.

1. What is a vocation?
    (a) Professional life?
    (b) Commercial life?
    (c) Industrial life?
2. How are you going to decide what your vocation is to be?
    (a) Consider whether the work is steady or intermittent.
    (b) The Physical, mental, and moral qualifications must be taken into account.
    (c) Determine whether the work is healthful or unhealthful, safe or dangerous.
    (d) Visit with people engaged in the work and talk with experienced people about the requirements of the occupation and its prospects. Consider (1) salary, (2) associates, (3) environment.
3. What right have you to believe you will be successful in your chosen vocation?
    (a) I feel that I am prepared for my vocation, am ambitious, and like to work, have some initiative, honesty, courage, endurance, intelligence, reasoning power, education, good health, good manners, application, self-confidence, and self-denial.
    (b) I believe that I have sympathy with humanity and can cooperate with others in our work.
    (c) I think I have special talent for the work and will be loyal to my employer and myself.
4. What are the social relations?
    (a) The salary should be large enough to look forward to the establishment of a comfortable home.

(b) The occupation should be beneficial to mankind; and should be such that it will insure purity, honor, thoughtfulness, and justice in the home; and create an interest in city, state, and national affairs.

In the course of the year twenty-three schools were visited and addresses were made to the Eighth Grade students in eighteen of them. Addresses were made to the High School studnts of Hartwell and Pleasant Ridge. In most cases the teachers, although interested, hesitated to begin the work because of its newness. In the talks an attempt was made to suggest a method of procedure for the teachers and at the same time create in teh minds of the children an interest in vocational questions as a basis for the selection of the high school course of study.

It is gratifying to note a growing interest in the work, especially among those teachers attending the meetings at Woodward. Good work was done also by a few teachers not in attendance at the meetings, notably at the Dyer and Evanston Schools. The work of the winter, the regular meetings, the classroom work, the pamphlet on the high school course of study, and the meeting of May 12 at Woodward, should bring an increased interest in vocational service and a better selection of the high school course of study. The teachers in attendance at the conferences report that the pupils are selecting their high school work with more thought and intelligence than ever before.

The pamphlet on the high school course of study was prepared through the co-operation of high school principles, supervisors, and teachers. It seems to be a clear statement of the nature and purposes of each course and it is generally so regarded by the Eighth Grade teachers.

How to secure the co-operation of parents in this work is an interesting and important problem to be solved. Perhaps the personality and attitude of the teacher will have much to do with it, but we hope to find some method of procedure adapted to the purpose. Perhaps in some schools a parent's association would accomplish the purpose; in others, one or two meetings to which parents are invited, followed by personal requests for parents to come to school for the purpose of consultation, might be desirable. While principal of the Twenty-second District School, the late J. P. Cummins followed the plan of securing a personal interview with the parents of each eighth grade child.

The use of the Vocational Guidance Record Card is still in an experimental stage. Several teachers, however, who originally opposed its use, are now beginning to believe that it is valuable. One of them is Miss Ella Rothe, who has been kind enough to furnish the following account of how the card was used in the Peaslee School:

"I am willing to acknowledge that the Vocational Guidance Record Card has a good effect. Previous to the using of these cards Miss Southgate and Miss Rothe worked out a plan, already referred to, with the pupils for discussing "The Choosing of a Vocation." The pupils recorded their ideas in a rather readable composition, freely quoting their parents' suggestions and later this composition proved of great assistance in filling out the Vocational Record Cards and also the yearly report cards.

The four teachers of the eighth year of the Peaslee School worked with these cards as time permitted. Here and there special powers which the pupils showed were jotted down. Finally the teachers met and discussed each pupil. So many individual characteristics were brought out that all are convinced that each pupil had some powers that might be very profitably utilized in one of the various courses offered by the High Schools. In consequence we have a few eighth grade repeaters this year."

Miss Rothe further stated that the use of the Vocational Record Cards was of assistance in determining what pupils should be promoted to High School. The work of the Peaslee School pupils in attendance at Woodward High School will be carefully followed next year and the data thus obtained will be used to assist in determining the value of the Vocational Record Cards as a partial basis for promotion as well as to assist in learning the personal characteristics of pupils.

The High School.

For the first time since the development of our large High Schools, an effort was made to organize the first year and second year classes so as to bring each child in close personal contact with at least one teacher. The students were divided into groups of about thirty each and a teacher adviser was assigned to each group. The teacher adviser is expected to supplement the work of the office in inquiring into the reasons for absence and tardiness; to look to the conduct of pupils; to carefully inquire into all cases of continued failure; to assist in finding what pupils, if any, are not adapted to the work of the courses which they are taking.

In selecting teacher advisers, care was used to secure those teachers who, because of temperament, seemed best adapted to the work. Where possible, the school program was arranged so that students might sit in the room of the adviser and recite to him or her in one subject. The Manual Training and Domestic Science teachers were used in this work, where possible, because of the peculiar opportunity which they have for becoming acquainted with the pupils. The teachers in this department have pupils for double periods and have the opportunity to study them on both the mental and manual side. Furthermore, they meet them in a more informal manner than do the teachers of the academic subjects.

In following up failures a special card was used on which was placed by the subject teacher a statement of the failure and the reason for the same. These cards were collected by the office and redistributed to the teacher adviser. The teacher advisers, with the help of these cards, carefully inquired into failure to see if the cause given by the subject teacher was correct and, if possible, to remove the cause and help the child to do better work. The system which we used can be improved both by decreasing the amount of clerical work and by securing more immediate action, but it appears that a considerable number of students were saved from failure by the careful and sympathetic action of the teacher advisers. The motto which the teacher advisers are attempting to follow is, "With every pupil goes a story and that story is known to at least one person in authority who cares."

The teacher advisers also have had the responsibility of filling out the Vocational Guidance Record Cards. Some have been filled out by individual advisers working alone, others by group faculty meetings, usually four teachers in a group. The latter plan is the only one to be recommended in schools where the departmental system prevails.

An experiment with the self-analysis form such as is used in the Grand Rapids High School, was tried in a few classes. It is too early to determine the value of this work, but we are certain that the Grand Rapids form can be greatly improved. Our teachers who have been experimenting with it believe that it may be of value in three ways: 1. It furnishes the basis, when revised, for what may be a valuable talk to pupils. 2. It causes the student to carefully consider his aptitudes and capabilities as related to vocational life. 3. It gives the teacher additional insight into the character of the pupil.

Of somewhat similar character, but perhaps of greater value is the Somerville questionaire, the purpose of which is to connect in the mind of the pupil the school work with some vocational purpose and to assist in determining if the student is taking the course for which he is best adapted. It is as follows:

1. Do you expect to complete a course of four years in High School?
2. If not, how many years do you expect to stay?
3. If you do not expect to remain four years, what is the reason:
    (a) Financial conditions?
    (b) Loss of interest?
    (c) Desire to go to work?
    (d) Lack of success in school work?

4. Please underline the course which you are now taking:
    - (a) General.
    - (b) Preparatory.
        - 1. College.
    - (c) Manual Arts.
        - 2. Scientific.
    - (d) Commercial.
        - 3. Normal.
    - (e) Two-year Commercial.
5. What led you to choose this course?
    - (a) Advise of parents?
    - (b) Advise of teachers?
    - (c) Advise of friends?
    - (d) Success of others?
    - (e) Belief in your own personal qualifications and ability for the work of this course?
6. Do you know what studies are included in this course?
    - (a) In the first year?
    - (b) In the second year?
    - (c) In the third year?
    - (d) In the fourth year?
7. What qualifications do you think you have for the work of this particular course?
8. (a) Have you decided by what line of work you intend to earn your living?
    - (b) What is it?
    - (c) If you have not decided, when do you expect to do so?
9. What do you understand to be the requirements of the particular line of work?
10. How have you ascertained these requirements?
11. Is this the work which you really desire to do?
12. What have your parents advised?
13. (a) Have you been influenced by financial benefits alone?
    - (b) If not, what other considerations have influenced your choice?
14. If this is not the work which you really desire to do, why are you not preparing to follow your personal choice?
15. What service do you intend to render others by your life career?

Extra—A. For College Preparatory Pupils:

1. For what college are you preparing?
2. Why have you chosen this school?
3. What are its requirements?

It appears that the use of such a questionaire in the D Grade shortly after the pupils become well established in the school has certain advantages. The vocational inclination of the student, if it be developed, will be shown; the environment and economic condition in some degree will be indicated. The answers to questions 5, 6 and 7 will reveal whether or not the student has an understanding of the nature of the course of study which he is taking and whether or not he has chosen it intelligently. It will indicate if he sees any relation between the school work and the work which he expects to do when school days are over. If no such relation be shown, the fact that such a paper is to be filled out, may give him some suggestion for thought in regard to that matter. It also suggests to the student the relation to the community welfare of the vocation which he expects to follow and impresses upon him who expects to continue his education beyond the High School, the necessity of looking ahead and shaping his course to meet college entrance requirements. Finally it furnishes a basis for the future dealing with pupils by giving a point of contact which should be followed throughout the school career of the child.

The giving of vocational information to second year pupils has been considerably extended and a few talks to third year students have been given on higher education. The addresses by persons not connected with the school include:

Miss Edith Campbell—Opportunities for Women in Industry.
Prof. Herman Schneider—Engineering as a Profession.
Miss Ella Haas—How Ohio Protects Girls and Women Who Work.
Mr. E. D. Roberts—Teaching as a Profession.
Doctor David Philipson—The Ministry.
Mrs. A. M. Worcester—Millinery.
Miss Elizabeth Sullivan—Salesmanship.
Prof. Herman Schneider—Schools of Engineering.
Miss Emily McVea—The Higher Education for Women.
Doctor W. O. Thompson—The State University.
Doctor C. W. Dabney—The University of Cincinnati.

The talks given by Woodward teachers include

Miss Schriefer—Stenography and Typewriting.
Mr. Tate—Bookkeeping and Accountancy.
Mr. Snyder—Banking.
Miss Strate—Civil Service Opportunities.
Miss Johnston—Private Secretarial Work.
Mr. Lewis—Advertising.
Mr. Hamilton—Real Estate and Insurance.
Mr. Welch—Salesmanship.
Mr. Garbutt—Business Management.
Mr. Blair—The Machinist.
Mr. Dube—Cabinet Making.
Mr. Bronworth—Printing.
Mr. Anderson—Building Trades.
Mr. Johnson—Jewelry Manufacture.
Mr. Blocher—Foundry Work, Pattern Making.
Mr. Mauchly—Heating and Ventilating.
Mr. Dube—Forging.
Mr. Hulbert—Structural Iron.
Mr. Thomas—Salesmanship.
Miss Franklin—Dressmaking.
Miss Moorman—Catering and Restaurant Service.
Mr. Bilger—Architecture, Drafting.

In preparing the talks on the trades, teachers in the main followed the outline herein given. Teachers presenting the commercial subjects followed an outline of a somewhat similar character.

AN OUTLINE FOR THE STUDY OF THE TRADES.

1. The extent of the industry in Cincinnati.
2. The various divisions of the industry.
3. Chief articles manufactured.
4. The nature of the industry; machine or hand, etc.
5. Skill required for entering the profession.
6. Employment steady or seasonal.
7. Physical conditions. Special dangers— machinery, dust, moisture, heat, cold, hard labor, strain, monotony.
8. Competitive conditions and future of the industry.
9. Pay and hours of employment. Pay at beginning. Rate of increase. Upon what increase in pay depends.
10. Positions open to girls, boys.
11. How apprentices are usually secured.
12. Age at entering the occupation.
13. Educational requirements.
14. Advantages of various kinds of equipment.
15. Physical and personal requirements.
16. Continuation of training for advancement in the occupation.
17. Opportunities for advancement.

By an agreement with Miss Armstrong we look forward to co-operation between the vocational work and the elocution. The plan is to have a number of seniors who take elocution, each to speak on a vocational subject. After due criticism as to subject matter and elocutionary ability, the student will deliver his address to the second year pupils. Other seniors perhaps will be called upon to deliver addresses to the senior class on Civic topics. In this connection it is proposed to make the senior class a very active organization and give greater opportunity for the development of initiative, leadership, and elocutionary power than ever before.

In no place has improvement in the attitude of teachers toward the work been greater than in the co-operation of the teachers of English. Under their direction most of the pupils have written at least two compositions on vocational topics and it appears that interest in the careful selection of a life career has been greatly stimulated. For the most part, the compositions show careful work on the part of the teachers. In this connection one piece of work which desires especial mention is the oral composition under the direction of Miss Thompson.

In connection with the English in both the High School and the Eighth Grade, teachers early felt the need of references to books on vocational subjects. Therefore in co-operation with the Public Library a special bulletin of books on Vocations was prepared. Acknowledgement is hereby made of the valuable service rendered by Mr. N. D. C. Hodges, librarian, in issuing this bulletin.

An important part of the work of the last semester has been personal conferences with A Grade pupils as to the next step after graduation. As introductory to these conferences the A Grade students were asked to fill out the following questionaire:

1. Vocation of parents?
2. Have you definitely selected a vocation which you expect to follow after you are through school?
3. What vocation?
4. Reasons for your choice?
5. Personal characteristics by which you expect to succeed in the vocation of your choice? Where do you expect to get it?
6. What opportunities will you have for preparing for the vocation of your choice?
8. Remarks.

The vocational selections of 164 students as indicated by the answers to the questionaire and as developed by the conferences are as follows:

	Boys	Girls
Business	19	27
Library	..	1
Social Workers	..	2
Missionary	..	1
Journalism	..	1
Music	1	5
Engineering	17	..
Teaching	3	30
Dentistry	2	..
Medicine	4	..
Law	7	..
Pharmacy	1	..
Art	1	4
Domestic Work	..	3
Agriculture	11	..
Forestry	1	..
Mechanic	4	..
No choice	4	17

This list does not include the co-operative students or the other academic students who do not take Civics.

Fifty-three boys and forty-two girls signified their intention to go to college or to a vocational school. When these question lists were filled out, about forty-five students were in doubt as to their choice of a vocation and many showed by their answers that they needed additional information in order to arrive at an intelligent decision. All who made no choice and all who seemed to need further information were interviewed. By the middle of May all the graduating class except four boys and seventeen girls seemed to have fairly definite ideas of what should be the next step after graduation. This is a decided improvement over former years when perhaps not more than one-third of the seniors would have a definite notion as to what they were going to do when through High School.

We have felt the need of some means whereby part time employment could be obtained for students who needed to earn thir way through school. Furthermore, as the time for graduation of the first class of Commercial students drew near there developed some concern for the placement of those students. These considerations caused the Vocational Guidance Committee of the High School Teachers' Association to ask the Chamber of Commerce to co-operate in the placement of such students. On recommendation of the Committee on Commercial and Industrial Education, the Board of Directors passed the following resolutions:

> *Resolved,* That the Board of Directors of the Cincinnati Chamber of Commerce approve the following plan to carry on such work:
>
> (a) The Civic and Industrial Department will undertake, by means of the Cincinnatian, the public press, and otherwise, to secure, classify, and file information as to positions open to part time pupils of the public and parochial schools and when feasible, to graduates of such schools immediately following such graduation.
>
> (b) The above department, periodically will supply a list of open positions as filed, to the Public and Parochial Schools provided they arrange their curriculum to provide for regular part time employment of pupils; and provided also that they designate some one person to keep on file lists of applicants for such positions and record of their qualifications, and through whom the proper applicants will be selected for vacancies announced by the Chamber of Commerce; also that when such vacancies are filled it shall be the duty of this person to so notify the Civic and Industrial Department, giving the name of the pupil securing that position and the initial wage.
>
> (c) The Chamber of Commerce is to undertake this work only when either or both the Public School and Parochial School have signified in writing through proper authority their determination to carry out their part of the program and supplied to the Manager of the Civic and Industrial Department a written descriptive schedule of part time courses and the character of positions desired.

Counseling with students in regard to proposed changes in their High School courses is another situation wherein there is a close personal contact between the student and the counselor. This is properly one of his duties because of the close relation which the choice of High School work bears to the vocational purposes of the student. If all Eighth Grade graduates were able to choose courses for which they are best adapted and if there were not important changes in the character and ideals of youth during the adolescent period such counsel would be of small importance; but inasmuch as we know that such conditions do not exist, we cannot regard the High School period, especially the first two years, as other than a testing time during which the capabilities and aptitudes of the student are determined. In the light of this condition, which is now fully recognized, the work of the counselor assumes an important significance. He can do his best work only in the large cosmopolitan High School, where full oportunity is offered for readjustments which will meet the needs of the individual student. In this connection one point must be emphasized; the person whose duty it is to counsel with High School students in these matters should be broad enough to see the whole curriculum in its relations to the needs of the individual student and to social and vocational life.

Some time ago the Vocational Guidance Committee of the High School Teachers' Association recommended that a teacher in each High School be given time to direct the vocational service of that school. Should you give favorable consideration to this recommendation, you will be confronted perhaps with the question of how much time the teacher selected should devote to such work. In view of the probability of such a question arising, I have made a careful estimate of the time which I have devoted this year to the various activities in which I have been engaged. It is as follows:

The Elementary Schools	⅛	time
The Vocational Survey	⅛	"
High School Vocation Service	⅜	"
Department of History and Civics	¼	"
Miscellaneous, including leave of absence	⅛	"

This estimate does not include the time spent, largely on the Survey, after 3 p. m. The vocational counselor in a large High School may easily find enough to keep him busy all of the time at the vocational work, but I doubt if, in the beginning he should give his entire time to vocational service in a single High School. If he secure fairly successful co-operation from the teachers he should be able to direct the work successfully within approximately one-half of the school time.

Vocational Service in Woodward High School during the past year has made a distinct advance. The teacher advisers have helped numerous pupils who need help and counsel; personal assistance to seniors has been made more valuable; the giving of vocational information has been considerably extended; the cooperation of the various departments, especially the English department, has been greatly increased; and the general attitude of the teachers has been much improved.

The Survey.

Early in October, the Chamber of Commerce was asked to make a vocational survey of the leading industries of the city for the purpose of obtaining information on which to base an extension of industrial education. The Board of Directors acted favorably upon the request and a survey committee, consisting of Robert A. Colter, Sidney Pritz, Walter Schmidt, Ernst Weier, and Frank P. Goodwin, was put in charge of the work. After the new Civics and Industrial Department was established the committee under its direction gave the management of the survey into the hands of Mr. C. R. Hebble, the Secretary of that department.

It has been one of the duties of the writer to keep in touch with the movement in all its phases. He has followed up the work from day to day and has done most of the promoting of the enterprise even after Mr. Hebble took charge. This has been necessary because Mr. Hebble's department has been rushed with other work and because it is important that some one be connected with the survey who is in touch with its educational purposes. At this point, however, an expression of appreciation of the splendid way in which Mr. Hebble is handling this work is in order.

The field work in the survey of the Printing Trades is about completed; already work has begun on the preparation of the report. Arrangements have been made with the Schmidlapp Bureau for co-operation between the Chamber of Commerce and that organization in the survey of the Shoe Industry, and it is expected that that work will begin some time in July. Arrangements are now under way for the survey of the Clothing Industry which, it is expected, will begin early next Autumn.

In view of the fact that Cincinnati looks forward to a considerable development of industrial education the importance of continuing the Survey until all of the leading industries of the city have been included, cannot be overestimated. Not only does such a survey furnish information on which to base an extension of industrial education, but it also will furnish valuable information for purposes of guidance. Moreover, it is perhaps the best way to secure the co-operation of the people in industry and of the general public in the promotion of industrial education.

SUMMARY AND RECOMMENDATIONS.

On the whole it appears that considerable progress has been made within the year in Vocational Service and that the outlook for another year's work is promising. A start has been made in the study of the Pre-vocational Group; Eighth Grade students are making a better selection of their high school courses of study than ever before; the teachers of Woodward have accepted Vocational Service as established and are working harmoniously with the Director; it appears that there is a more definite purpose on the part of the high school student and certainly a much larger percentage of graduates than ever before are leaving high school with a definite vocational purpose; the Chamber of Commerce has agreed to assist the high schools in the placement of students and graduates who need work; the Vocational Survey is progressing in a satisfactory manner; and teachers, principals, and supervisors see more clearly than ever before what should be the relation of school training to vocational life.

In conclusion permit me to submit for your consideration the following recommendations for the ensuing year:

1. A careful study of the aptitudes of children in the prevocational classes. Give the pupils of this group as much information as possible about the trades which they are likely to enter. Bring about a co-operation between the manual training teacher and the academic teacher in order to accomplish this purpose.

2. Give further consideration to the placement question as related to Elementary and Continuation Schools.

3. Give enough time to visiting the Elementary Schools to adequately supervise the Vocational Instruction and Civics. Two or more visits per year to each school having this work would be necessary.

4. Continue the work in the High School in the same general way in which it has been conducted during the last two years making such changes as experience seems to suggest, including the Somerville experiment and a co-operation with the elocution teacher whereby students prepare on definite topics, and address student groups in the High School.

5. Take advantage of the opportunity offered by the Chamber of Commerce for the placement of high school students who need work.

6. Devote all time necessary to the promotion of the Vocational Survey.

7. Study ways and means of interesting employers in the Vocational Service of the schools.

8. Study forms of Vocational Service in which the schools can engage and co-operate, wherever possible, with supervisors, principals, and teachers in the promotion of Vocational Service.

Respectfully submitted,

FRANK P. GOODWIN.
Director.

BUREAU OF CHILD LABOR

REPORT OF DIRECTOR

REPORT OF DIRECTOR OF CHILD LABOR

To the Superintendent of Schools:

The Director of the Vocation Bureau of the Public Schools respectfully submits the following report of the departments of the Bureau dealing with the Issuing of Working Permits and the Laboratory of Research for the year ending August 31, 1914:

The total number of certificates issued and re-issued each month during the year is shown in Table 1.* There were 1,207 new certificates, and 1,870 re-issuances of certificates. The figures are strikingly different from those of any previous year. The number of new certificates is the smallest ever issued in a year's time. It might be of interest to record here the totals for each year from the first one in which the records were at all complete. They are as follows:

1904-1905	2,550
1905-1906	2,623
1906-1907	4,218
1907-1908	2,053
1908-1909	2,856
1909-1910	3,348
1910-1911	2,800
1911-1912	2,366
1912-1913	2,450
1913-1914	1,207

Previous to the year 1906-1907 there had been little attempt to enforce the certificate law. During that year, at the instigation of the Superintendent of Schools, a special factory inspector spent part of the winter in the city for the purpose of securing better enforcement of the Child Labor Law. He found a large number of children working without certificates, and sent them to the office, hence the very large number for that year. The following year was one of financial depression, and poor enforcement of the law. With better business conditions and better enforcement, due to the efforts of the Child Labor Committee, the numbers rose

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* For the statistics of this report I am indebted to a volunteer worker, Miss Frances Forchheimer.

TABLE I.

CERTIFICATES ISSUED SEPTEMBER 1, 1913 TO SEPTEMBER 1, 1914.

Months	New	Old	Total
September	207	199	406
October	145	284	429
November	63	193	256
December	93	57	150
January	58	141	199
February	54	121	175
March	92	169	261
April	83	195	278
May	77	155	232
June	132	170	302
July	127	144	241
August	76	72	148
Total	1,207	1,870	3,077

until the year 1909-1910. Since that time the enforcement of the law has been good, and the fluctuations in numbers are due to other causes. The drop in the year 1910-1911 is due to the Child Labor Law, which went into effect that year, and which put in force a fifth grade educational requirement for fourteen-year-old children. During 1911-12 the establishment of the Continuation School reduced the numbers still farther, since many children who would otherwise have left, stayed in school to complete the eighth grade and thus avoid attendance in Continuation School. In 1912-13 the readjustment to meet the Continuation School requirement was partly accomplished, and the numbers increased a little. In the present year, 1913-14, the operation of a new law has again reduced the numbers, this time to the lowest figure of any year since records have been kept. The new law has increased the age limit to fifteen years for boys, and sixteen years for girls. The great majority of the children who would normally have left were kept in school. Only the fifteen-year-old group of boys, which is always small, and none of the usual set of girls were allowed to leave. The girls who took out certificates, those leaving school between sixteen and eighteen years of age, form a group which has not previously come to the office. Not all of the girls of that age who leave school pass through our hands, since they are allowed to stay at home without certificates.

In most previous years the number of new and old certificates issued has been about equal. This year there are half again as many old as new certificates. The total number of certificates re-issued is also smaller. Last year it was 2,424, and this year

1,870. This reduction is due to several causes. A smaller number of new certificates always means a smaller number of re-issuances, since many children change positions within a few months. Since no certificates are required of girls who stay at home, the group which enters industry after a period spent at home now appears under the head of new cases instead of under that of old cases, as before. In addition to these legitimate causes of decrease, the poor enforcement of the new law with regard to girls adds an illegitimate one. The office is aware from investigation of many cases in which certificates have been returned and no others issued, that many girls between sixteen and eighteen years are working without certificates. Some employers are not yet fully informed of the provisions of the new law, and others are not in sympathy with enforcing it. Since the new law fails to provide the office with a system of enforcement, we can do little to remedy the situation except to make the imperfection of the present law known, and seek voluntary co-operation from schools and employers.

Table II presents an analysis by months of the Location and Type of School, from which the children who took out new certificates came, and of their sex and age. Summed up the facts are as follows:

Location—Of the 1,207 new certificates issued, 910 or 75.4% were to children from the schools of the City of Cincinnati, and 297, or 24.6% were to children from schools outside the city limits.

Sex—A greater number of girls than of boys took out certificates. Of the 1,207 certificates 749, or 62.1% were to girls, and 458, or 37.9% to boys. In previous years the sexes had been about equally divided. The change this year is due to the new law, which requires certificates of boys for one year only, from fifteen to sixteen, while girls are required to have them for two years, from sixteen to eighteen.

Type of School—This year the Public Schools furnished 863, or 71.5½, of the number of children entering industry, and the Parochial Schools 344, or 28.5%. The proportions for the three last years are:

Year	Public	Parochial
1911-1912	57.6	42.4
1912-1913	61.6	38.4
1913-1914	71.5	28.5

TABLE II

CLASSIFICATION BY LOCATION OF SCHOOL, TYPE OF SCHOOL, SEX AND AGE OF CHILDREN TO WHOM EMPLOYMENT CERTIFICATES WERE ISSUED FROM SEPTEMBER, 1, 1913, TO AUGUST 31, 1914.

	Cincinnati Schools								Outside Schools								Total		
	Public				Parochial				Public				Parochial						
	Boys	Girls		Total	Boys	Girls		Total	Boys	Girls		Total	Boys	Girls		Total	New	Old	Total
Age	15	16	17		15	16	17		15	16	17		15	16	17				
September	50	35	26	111	13	25	15	53	5	14	10	29	4	4	6	14	207	199	406
October	33	32	15	80	5	17	9	31	4	10	6	20	4	6	4	14	145	284	429
November	18	15	5	38	3	7	3	13	2	6	1	9	1	2	......	3	63	193	256
December	19	15	6	40	6	12	6	24	5	12	5	22	1	1	5	7	93	57	150
January	11	15	5	31	1	4	......	5	3	5	5	13	1	6	2	9	58	141	199
February	8	6	3	17	5	8	2	15	5	7	3	15	2	3	2	7	54	121	175
March	24	24	7	55	4	12	3	19	2	7	5	14	1	3	......	4	92	169	261
April	17	20	7	44	6	8	1	15	4	4	4	12	2	8	2	12	83	195	278
May	26	15	7	48	4	8	......	12	6	7	1	14	......	2	1	3	77	155	232
June	46	26	7	79	8	6	3	17	15	9	5	29	5	1	1	7	132	170	302
July	31	38	6	75	11	10	7	28	6	11	2	19	......	3	2	5	127	114	241
August	18	18	2	38	11	10	1	22	2	4	5	11	......	4	1	5	76	72	148
Total	301	259	96	656	77	127	50	254	59	96	52	207	21	43	26	90	1,207	1,870	3,077

SUMMARY OF TABLE II

STATISTICS FOR THE YEAR, SEPTEMBER 1, 1913, TO AUGUST 31, 1914.

Kind of School:	Number Certificates	Per Cent
Public	863	71.5
Parochial	344	28.5
Location of School—City of Cincinnati:		
Public School	656	76.1
Parochial School	254	69.7
	910	75.4
Outside of Cincinnati:		
Public School	207	23.9
Parochial School	90	30.3
	297	24.6
Sex of Children—Boys:		
Public School	360	41.7
Parochial School	98	28.5
	458	38.8
Girls:		
Public School	503	58.3
Parochial School	246	71.5
	749	61.2
Age of Children—Public School:		
Fifteen years (all boys)	360	41.7
Sixteen years (all girls)	355	41.1
Seventeen years (all girls)	148	17.2
	863	....
Parochial School:		
Fifteen years (all boys)	98	28.5
Sixteen years (all girls)	170	49.4
Seventeen years (all girls)	76	22.1
	344	....

The reason for this large decrease in the proportion of children from Parochial Schools is not at all clear. One factor in it is that the Parochial Schools do not provide education for as large a proportion of children above fourteen years of age, and beyond the eighth grade, as does the Public School. Accordingly, most of the group of the Parochial School children of the ages from fifteen to eighteen had already left school under the old law, if they were not intending to complete a High School course. If this is the entire explanation, the proportion of Parochial School children ought to increase considerably during the next two years.

Age—Under the new law, all fifteen-year-old children eligible for certificates are boys, and all sixteen- and seventeen-year-old

TABLE III

WORK CERTIFICATES ISSUED TO PUBLIC SCHOOL CHILDREN, BY GRADE, AGE AND SEX, FROM SEPT. 1, 1913, TO AUG. 31, 1914.

	Below Grade 5			Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Grade 10			Above Grade 10			Total
	Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		
Age	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	
September	2	1	3	5	3	2	20	....	3	15	9	9	10	28	13	3	7	5	......	1	1	......	....	....	140
October	2	4	....	5	8	3	9	7	4	10	7	8	9	11	6	2	4	....	......	1	....	......	....	....	100
November	1	2	....	1	3	....	6	....	....	3	8	2	8	7	3	1	1	1	......	....	....	......	....	....	47
December	3	2	1	2	4	1	6	5	1	6	9	4	5	6	2	1	1	1	1	....	1	......	....	....	62
January	......	1	2	......	2	2	5	7	....	3	6	....	4	3	4	2	1	1	......	....	1	......	....	....	44
February	......	1	1	......	3	....	4	2	....	4	4	4	5	3	1	......	....	....	......	....	....	......	....	....	32
March	1	1	2	2	2	....	7	2	....	7	4	1	7	13	4	2	6	3	......	3	....	......	....	2	69
April	1	1	2	3	3	....	2	5	1	8	8	....	7	6	3	......	1	2	......	....	....	......	....	3	56
May	1	....	1	2	3	1	15	4	1	6	5	2	8	8	1	......	2	2	......	....	....	......	....	....	62
June	1	2	2	6	6	1	18	7	....	10	10	1	18	8	3	7	2	3	1	....	1	......	....	1	108
July	3	3	....	5	4	....	11	12	2	10	9	....	7	13	2	1	5	2	......	2	2	......	1	....	94
August	.....	4	....	3	2	1	5	2	3	5	6	1	4	6	2	2	1	....	1	1	....	......	....	....	49
Total	15	22	14	34	43	11	108	53	15	87	85	32	92	112	44	21	31	20	3	8	6	......	1	6	863

Table IV

Work Certificates Issued to Parochial School Children, by Grade, Age and Sex, from Sept. 1, 1913, to Aug. 31, 1914.

	Below Grade 5			Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Grade 10			Above Grade 10			Total
	Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		
Age	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	15	16	17	
September	....	1	1	....	1	1	7	1	1	2	11	8	8	13	10	....	2	....	....	....	....	....	....	....	67
October	....	1	....	1	3	....	4	3	2	2	7	9	2	9	2	....	....	....	....	....	....	....	....	....	45
November	....	....	....	....	1	....	1	2	1	1	4	....	2	2	2	....	....	....	....	....	....	....	....	....	16
December	....	....	3	....	3	....	2	....	1	1	4	3	3	4	3	....	....	1	1	2	....	....	....	....	31
January	....	2	....	....	1	....	1	1	....	1	2	1	....	4	1	....	....	....	....	....	....	....	....	....	14
February	....	1	1	....	1	1	5	2	1	....	5	....	2	2	....	....	....	1	....	....	....	....	....	....	22
March	....	....	....	....	2	....	....	2	1	2	5	1	3	3	1	....	....	....	....	3	....	....	....	....	23
April	....	....	....	....	3	1	2	4	2	5	2	....	1	7	....	....	....	....	....	....	....	....	....	....	27
May	....	....	....	....	2	....	1	....	1	....	3	....	3	4	....	....	....	....	....	1	....	....	....	....	15
June	....	....	....	1	1	....	4	3	3	5	1	....	3	1	....	....	1	1	....	....	....	....	....	....	24
July	....	....	....	1	2	....	3	....	1	2	6	....	4	4	6	1	1	1	....	....	....	....	....	1	33
August	....	3	1	1	2	....	2	3	....	2	2	....	6	3	1	....	....	....	....	1	....	....	....	....	27
Total	....	8	6	4	22	3	32	21	14	23	52	22	37	56	26	1	4	4	1	7	....	....	....	1	344

TABLE V.

SUMMARY OF TABLES II AND III.

Grade	Public Schools					Parochial Schools				
	Boys	Girls		Total	%	Boys	Girls		Total	%
	15	16	17			15	16	17		
Below Grade 5	15	22	14	51	5.9	......	8	6	14	4
Grade 5	34	43	11	88	10.2	4	22	3	29	8
Grade 6	108	53	15	176	20.4	32	21	14	67	20
Grade 7	87	85	32	204	23.6	23	52	22	97	28
Grade 8	92	112	44	248	28.7	37	56	26	119	35
Grade 9	21	31	20	72	8.4	1	4	4	9	3
Grade 10	3	8	6	17	2.0	1	7	......	8	2
Above Grade 10	......	1	6	7	0.8	......	......	1	1	......
Total	360	355	148	863	......	98	170	76	344	......

children are girls. The proportions found at the various ages are not very significant this year, since the change in the law causes a temporarily abnormal condition. From the Public Schools there were this year 360 boys fifteen years of age (41.7%), 355 girls of sixteen years (41.1%), and 148 girls of seventeen years (17.2%). From the Parochial Schools there were 98 boys fifteen years of age (28.5%), 170 girls of sixteen years (49.4%), and 76 girls of seventeen years (22.1%).

School Grade—The school grade completed by these children is shown in detail in Table III for the Public School, and Table IV for the Parochial School. They are summed up in Table V. For the first time since account has been kept of the school grade of working children, the new law allows badly retarded and deficient children to take out working certificates without having completed the required school grade, provided they are of the required age. The office has this year been very lenient in the interpretation of this provision, since the change in the law worked hardship enough, at first, even with all that could be done to mitigate it. Since the new law requires the sixth grade of boys, and the seventh grade of girls, one can see from Table V that of the 360 Public School boys, 49, or 13.6%, were granted certificates as retarded or defective children, and of the 503 girls, 158, or 31.2%, were in that class. In the Parochial School, of 98 boys, 4, or 4.1%, were in the retarded and defective class, and of 246 girls, 74, or 30.1%. As conditions become adjusted to the new law there will be a smaller proportion of special cases, since we shall not have the large group of girls who had already gone to work under the old conditions, and were granted certificates as retarded rather than to force them back into school for a short time.

In both Public and Parochial Schools this year the largest group of working children is from the eighth grade. In both cases 40% of the total number of children have completed at least the eighth grade, while under the old law 18% for the Public School and 28% for the Parochial School were the highest proportions ever reached. As in previous years, there are more children in the lowest grades in the Public School than in the Parochial. There are also more children above the eighth grade from the Public School than from the Parochial.

While the new law has increased very markedly the proportion of children who had completed the eighth grade, it has increased rather than decreased the amount of retardation among working children. Table VI shows the retardation. In estimating retardation we have allowed a leaway of one year. A boy of fifteen who has completed either the eighth or the ninth grade, and a girl of sixteen who has completed either the ninth or tenth is counted normal, etc. Those below this standard are ranked as retarded, and those above it as ahead of grade. In both schools the great majority of the children are retarded. In the case of the boys, 60% of the Parochial group, and 68% of the Public School group are retarded. Among the girls, 95% of the Parochial School group, and 90% of the Public School group are retarded. For the present, then, the additional two years required of girls does not mean an additional two grades in school. One factor in this result is that courses of training above the eighth grade suitable for those who can not complete high school are not yet sufficiently well developed.

Industries Entered—Table VII gives the occupations entered by these children in all cases in which the number constituted as much as one per cent of the whole. For the boys, the occupations in order of size are: errands, 48.9%; factories, 21.3%; department stores, 6.9%; office work, 3.9%; groceries and meats, 2.8%; sewing and tailoring, 2.2%; and engraving, printing and binding, 2.2%. For girls the order is: factories, 30.7%; department stores, 26.6%; tailoring and sewing, 22.4%; office work, 8.1%; and laundries, 2.1%. The list is similar to that of last year. There are still more boys running errands than there were before, and a few less in factories and department stores. The shoe factories are taking still fewer young workers than last year. The proportion of first certificates for work in shoe factories is only half as great as it was two years ago. Among the girls, the group "staying at home" disappears entirely, since girls who stay at home are not required to have certificates. Accordingly, the other groups, while retaining the same general rela-

TABLE VI

RETARDATION, 1913–1914.

	Public Schools							Church Schools							Grand Total
	Normal		Retarded		Ahead		Total	Normal		Retarded		Ahead		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%		
Boys	114	31.7	244	67.8	2	.5	360	38	38.8	59	60.2	1	1	98	458
Girls	48	9.5	451	89.7	4	.8	503	12	4.9	234	95.1	.....	.....	246	749
Total ..	162	41.2	795	157.5	6	1.3	863	50	43.7	293	155.3	1	1	344	1,207

TABLE VII.

SUMMARY TABLE OF OCCUPATIONS—FIRST POSITIONS.

SEPTEMBER 1, 1913, TO AUGUST 31, 1914.

	Boys		Girls		Total	
Errands:	No.	%	No.	%	No.	%
Business Firms	159	34.7	4	.5	163	....
Wagon Boys	14	3.1	..	..	14	....
Public Service	51	11.1	..	..	51	....
Total Errand Employment..	224	48.9	4	.5	228	18.9
Factories:						
Shoe	39	8.5	82	11.	121	....
Metal	18	3.9	4	.5	22	....
Paper Goods	5	1.1	53	7.1	58	....
Candy	2	.4	13	1.7	15	....
Cigar	1	.2	20	2.7	21	....
Garter	..	....	13	1.7	13	....
Miscellaneous	33	7.2	45	6.	78	....
Total Factory Employment.	98	21.3	230	30.7	328	27.1
Department Stores	32	6.9	199	26.6	231	19.1
Office Work	18	3.9	60	8.1	78	6.5
Groceries, Meats, Teas, etc..	13	2.8	13	1.7	26	2.2
Sewing and Tailoring.......	10	2.2	168	22.4	178	14.7
Engraving, Printing, Binding	10	2.2	14	1.9	24	2.3
Laundries	..	...	15	2.1	15	1.2
Miscellaneous Occupations..	56	11.8	45	6.	99	8.2
Grand Total	459	100.	748	100.	1,207	100.

tionship, seem larger this year. Laundry work is new in the list, since laundries do not employ girls under sixteen.

Steadiness of Employment—Table VIII gives the total number of children taking positions in the various industries during the year, regardless of whether they were first or second or subsequent positions. Accordingly, this group contains girls under sixteen who had taken out certificates under the old law, which accounts for the group "staying at home." These statistics are not entirely reliable, because they are based on a file which is not carefully verified, and some employers are careless about sending in certificates; but large differences are probably significant if based on a sufficient number of cases. The table indicates greater instability of employment among girls than among boys. In most cases the proportion of those who had left an occupation to those who had entered it was greater for girls than for boys. This instability of the girls, combined with the fact that more of them

TABLE VIII

CHILDREN EMPLOYED BY AND CHILDREN LEAVING EACH INDUSTRY, FROM SEPTEMBER 1, 1913, TO SEPTEMBER 1, 1914.

	Boys				Girls				Total			
	Employed		No. Who Had Left		Employed		No. Who Had Left		Employed		No. Who Had Left	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Factories:												
Shoe	343	17.1	124	36.2	649	15.4	283	43.6	992	15.9	407	41.0
Cigar	4	0.1	.....	.....	31	0.7	9	36.6	35	0.6	9	25.7
Box	22	1.1	9	40.9	195	4.6	107	54.9	217	3.5	116	53.5
Garter	1	.....	1	100.0	41	1.0	24	58.5	42	0 7	25	59.5
Soap	5	0.2	1	20.0	56	1.3	25	44.6	61	1.0	26	43.6
Candy	16	0.7	7	43.9	89	2.1	42	47.2	105	1.7	49	47.8
Sewing	79	3.9	19	24.1	636	15.1	259	40.7	715	11.5	278	38.9
Miscellaneous	313	15.6	85	27.2	279	6.6	126	45.2	592	9.5	211	35.6
Tailoring	41	2.0	8	19.5	330	7.8	113	34.2	371	6.0	121	32.6
Dry Goods—Department stores, large retail	365	18.2	108	29.6	640	15.2	258	40.3	1,005	16.2	366	36.4
At home	55	2.7	3	54.6	409	9.7	66	16.1	464	7.5	69	14.9
Express companies	25	1.2	3	12.0	1	.....	.....	.....	26	0.4	3	11.5
Engraving, printing, binding	140	7.0	34	24.3	48	1.1	12	31.5	188	3.0	46	24.5
Office Work—Professional	23	1.1	3	13.0	9	0.2	1	11.0	32	0.5	4	12.5
Messenger service	225	11.2	117	52.0	9	0.2	1	11.0	234	3.8	118	50.4
Lithographing	8	0.3	1	12.5	6	0.1	4	66.7	14	0.2	5	35.7
Miscellaneous industr's.	167	8.3	15	9.0	686	16.4	139	20.3	853	13.7	154	18.1
Metal workers	138	6.8	29	21.0	15	0.3	2	13.3	153	2.5	31	20.3
Millinery	18	1.0	7	38.9	45	1.0	24	53.3	63	1.0	31	49.2
Grocery stores	24	1.2	5	20.8	37	0.8	14	37.8	61	1.0	19	31.2
Total	2,012	100.0	579	28.8	4,211	100.0	1,509	35.8	6,223	100.0	2,088	33.6

took out certificates under the new law, makes the total number of working permits issued to girls a little more than twice as great as that of the permits issued to boys during the year 1913-1914. Among the boys, as in previous years, the messenger service is the most unstable occupation. Metal working and engraving, printing and binding are stable occupations, department stores are less stable, shoe factories still less so, while paper box and candy factories are, next to the messenger service, the most unstable. It is interesting to notice the difference in permanence of permits issued to help at home for the two sexes. The percentage of instability is 55 per cent for boys, and only 16 per cent for girls. Among the girls, the sewing trade is the most stable of the large occupations, department stores next, and shoe factories next. Most of the factories, notably paper box, candy, and garter factories, are very unstable. Millinery also shows great shifting. The two sexes agree in showing office work to be exceedingly stable, though the numbers represented in it are very small. Of the larger occupations common to the two sexes, then, the engraving, printing, and book binding are the most stable, tailoring and sewing trades next, department stores next, and shoe factories least so.

Table IX gives the most significant report on the number of times children change positions during the certificate period of any we have yet had. It is based upon a group of *2,399 children, all of whom had completed the certificate period when the table

TABLE IX

NUMBER OF WORKING CERTIFICATES HELD DURING THE CERTIFICATE PERIOD BY CHILDREN WHO BEGAN WORK, FROM SEPTEMBER 1, 1911, TO SEPTEMBER 1, 1912.

	Boys		Girls		Total	
	No.	%	No.	%	No.	%
1 Position only	654	51.3	505	44.9	1,159	48.3
2 Positions	336	26.4	290	25.8	626	26.1
3 Positions	152	11.9	164	14.6	316	13.2
4 Positions	68	5.3	66	5.9	134	5.6
5 Positions	31	2.4	39	3.5	70	2.9
6 Positions	14	1.1	26	2.3	40	1.7
7 Positions	12	1.0	15	1.3	27	1.1
8 Positions	2	0.2	12	1.0	14	0.6
9 or more Positions	5	0.4	8	0.7	13	0.5
Grand Total	1,274	100.0	1,125	100.0	2,399	100.0

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* The tables for the year 1911-1912 give a total of 2,366 new certificates. This number excludes vacation certificates, whereas the total in Table IX includes them.

TABLE X

CLASSIFICATION OF CHILDREN IN TABLE IX WHO HAD HELD EIGHT OR MORE POSITIONS.

	Public Schools									Church Schools									Grand Total
	Boys				Girls				Total	Boys				Girls				Total	
Grade	5	6	7	8	5	6	7	8		5	6	7	8	5	6	7	8		
8 Positions...	1	1	...	...	2	4	...	1	9	...	...	...	...	1	2	1	...	4	13
9 Positions...	...	...	...	...	2	...	1	...	3	2	...	2	...	3	...	...	...	7	10
10 Positions...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	......	1
11 Positions...	...	...	...	...	1	...	...	...	1	1	...	...	...	...	...	...	...	1	2
12 Positions...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	......	1
Total	1	1	...	...	6	5	1	1	15	3	...	2	...	4	2	1	...	12	27

was made up. Since the majority of children who went to work that year took out certificates before they were fourteen and a half years old, most of the records cover a period of from one and one-half to two years. The table shows a smaller amount of shifting among the children than is usually assumed. In round numbers, 50% of them held but one position during the certificate period, 75% not more than two positions, and 90% not more than three positions. The girls shift more than the boys, or else are less skillful than the boys in getting positions without certificates.

Table X gives a classification of the type of school and school grade of the children who changed positions eight or more times during the certificate period. There were 27 of them in all, 12 from Parochial Schools and 15 from Public Schools. It is interesting to notice that in both types of schools the greater number of these children come from the fifth and sixth grades. There is one child from the eighth grade, there are four from the seventh grade, eight from the sixth grade, and fourteen from the fifth grade. A reference to the distribution of the total group of children for the year, according to school grade, shows that approximately equal numbers of them came from the fifth, sixth, and seventh grades, and a smaller number from the eighth, while half of these wanderers came from the fifth grade alone, and 81% of them from the fifth and sixth grades. The most unstable children, then, are those who are the worst failures in school.

Wages—There are two wage tables to be offered this year. One of them, Table XI, is designed to show whether or not there is any rise in wages with successive changes of position. The table is made up without distinction of sex. It shows a progressive rise in the wage scale for the first four positions, but no con-

TABLE XI

WAGES IN SUCCESSIVE POSITIONS.

Positions	1		2		3		4		5		6		7		8		9 and over		Total No.
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Less than $1.00	49	1.01	31	1.29	16	1.39	4	0.74	......	......	......	......	......	......	......	......	......	......	100
$1.00–$1.49	29	.6	6	.25	2	.17	......	......	......	......	......	......	......	......	......	......	......	......	37
$1.50–$1.99	44	.91	9	.37	4	.35	2	.37	1	.36	......	......	......	......	......	......	......	......	60
$2.00–$2.49	331	6.8	82	2.97	21	1.83	15	2.77	5	1.80	3	2.02	......	......	......	......	......	......	457
$2.50–$2.99	559	11.49	182	7.57	75	6.54	24	4.43	12	4.31	6	4.04	3	3.85	......	......	......	......	861
$3.00–$3.49	822	16.89	382	15.88	133	11.59	66	12.18	29	10.43	15	10.10	8	10.26	4	10.26	1	6.67	1,460
$3.50–$3.99	601	12.35	341	14.18	169	14.73	81	14.94	37	13.31	27	18.18	12	15.38	9	23.08	4	26.67	1,281
$4.00–$4.49	479	9.85	349	14.51	179	15.61	89	16.42	49	17.62	20	13.51	15	19.23	3	7.69	7	46.67	1,190
$4.50–$4.99	174	3.58	137	5.70	82	7.15	45	8.30	25	8.99	12	8.11	8	10.26	7	17.95	......	......	490
$5.00–$5.49	111	2.28	135	5.61	79	6.89	28	5.17	13	4.67	13	8.78	3	3.85	1	2.56	......	......	383
$5.50–$5.99	23	.47	22	.91	20	1.74	7	1.29	5	1.80	......	......	......	......	......	......	1	6.67	78
$6.00–$6.49	45	.92	48	2.00	26	2.27	10	1.85	6	2.16	3	2.02	1	1.28	......	......	......	......	139
$6.50–$6.99	3	.06	5	.21	2	.17	4	.74	1	.36	......	......	......	......	......	......	......	......	15
$7.00–$7.99	17	.35	8	.33	6	.53	4	.74	7	2.52	2	1.36	1	1.28	......	......	......	......	45
$8.00–$8.99	1	.02	1	.04	1	.09	......	......	1	.36	1	.68	......	......	......	......	......	......	5
$9.00–$9.99	2	.04	1	.04	1	.09	......	......	......	......	......	......	......	......	......	......	......	......	4
$10.00 and over	1	.02	2	.08	1	.09	......	......	......	......	......	......	......	......	......	......	......	......	4
Piece work	387	7.95	322	13.39	179	15.61	95	17.53	50	17.98	25	16.89	17	21.79	8	20.51	......	......	1,083
Work for parents	424	8.72	107	4.44	49	4.22	45	8.30	20	7.19	9	6.06	8	10.26	7	17.95	2	13.33	671
Did not report	763	15.69	235	9.77	102	8.89	23	4.24	17	6.12	12	8.08	2	2.56	......	......	......	......	1,154
Total	4,865	100.00	2,405	99.54	1,147	99.08	542	100.01	278	99.98	148	99.80	78	100.00	39	100.00	15	100.01	9,517

TABLE XII

CHILDREN RECEIVING A WAGE OF SEVEN DOLLARS OR MORE DURING PERIOD OF THE EMPLOYMENT CERTIFICATE—GROUP WHO BEGAN WORK 1911-1912.

	Grade 5		Grade 6		Grade 7		Grade 8		Grade 10		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Church Schools:												
Boys	4	26.7	1	6.7	1	6.7	5	33.3	.....	.....	11	73.4
Girls	.....	.....	1	6.7	1	6.7	1	6.7	1	6.7	4	26.8
Total.	4	26.7	2	13.4	2	13.4	6	40.	1	6.7	15	100.2
Public Schools:												
Boys	9	21.4	12	28.6	11	26.2	4	9.6	.....	.....	36	85.8
Girls	.....	.....	.....	.....	3	7.1	3	7.1	.....	.....	6	14.2
Total	9	21.4	12	28.6	14	33.3	7	16.7	.....	.....	42	100.

Total number of boys	47	Per cent 82.5
Total number of girls	10	Per cent 17.5
Grand Total	57	Per cent 100

sistent change beyond that point. It is also interesting to note that the children who receive the highest wages are all in the first three positions, while those who change the greatest number of times are none of them receiving high wages.

The second wage table (No. XII) shows all of the children who began work during the year, September, 1911-September, 1912, who at any time reported a wage of $7.00 or more. There are 57 children on the list out of a total of 2,399, 10 of them girls and 47 of them boys; 15 of them from Parochial Schools and 42 of them from Public Schools. The table sums up these children by school grade. Taking the two types of schools together, the distribution of children throughout the four grades is about equal. There are a few more in the seventh and eighth grades than in the fifth and sixth, and the seventh and eighth grade totals are somewhat less than the fifth and sixth, which enhances the difference in favor of the upper grades; but, even so, it is not as large as one would expect. If one considers the girls alone, however, the commercial advantages of education are evident. Of the ten girls, nine came from the seventh and eighth grades. Six of these are employed in office work and one as a clerk in a store. Four of the five who had completed the eighth grade are stenographers. The one sixth grader, and two of the seventh graders are shoe factory workers. Office work and shoe factories, therefore, are the only occupations in which girls earned as much as seven dollars a week. For most office work an eighth-grade course is the least prerequisite. Most of these girls had taken business college courses beyond the eighth grade. There is no such unanimity in the occupations of the highly paid boys. There are three newspaper bundle boys, eight messengers, three shoe factory hands, two water boys, six office workers, four wagon boys or drivers, and a variety of scattered occupations.

Of the 57 children, 21 had received this high wage in the first position taken, 12 in the second position, 8 in the third position, 4 in the fourth position, 8 in the fifth position, 3 in the sixth position, and one in the seventh. The high wages seemed to a great extent dependent on accident, since the other positions of these children were much lower in the scale. Only ten of the group had left their highly paid positions, and of these, nine had taken others at a lower rate.

The record of the occupations of the parents of these children is also interesting. A classification of their employment as skilled or unskilled shows that there are of the 57, only seven which are certainly unskilled, 12 which are doubtful, and 38 which are skilled.

Department of Research

The Department of Research has continued its regular series of tests of children at work and children in school. The fourth yearly tests of working children are nearly complete, the first yearly tests of school children have been completed and summed up, the second yearly tests of school children are almost complete, and the third tests are partly done. The office has issued its first published report of the psychological tests. It is called Mental and Physical Measurements of Working Children, and is published as Monograph Supplement No. 77 of the Psychological Review. Some of the interesting points brought out are as follows: There is a small positive correlation between the school grade of the children and their physical development. The fourteen- and fifteen-year-old children in the eighth grade are a little taller, heavier, stronger, steadier, and more rapid in motion than those in the lower grades. There is a much larger difference in favor of the upper grade children in dexterity, and their superiority in the whole group of mental tests is very marked. There are, however, some exceptions, children in the lower grades who stand as well in the tests as those in the upper, and *vice versa*, and these will make an interesting study. There is a marked improvement, both physical and mental, in the fifteen-year-old series. Whether the children who remain in school improve still more during that year remains to be seen. At those ages the girls are, on the whole, a little superior to the boys, though the difference is not large, and is not found in every test. In fact, the superiority of the boys in a problem involving the understanding of a very simple piece of mechanism is the largest sex difference found. The Public School children are both in mental and in physical development a little superior to the Parochial School group.

In addition to the tests of the regular series, the office has this year tested all of the children who had reached the required age limit of the Child Labor Law, without having completed the required school grade, who were applying for working permits on the ground of mental dificiency. The group was unusually large this year, and meant a great deal of additional work.

The office has continued its study of the Industrial histories of working children. Instead of publishing the results for the first year only, it was decided to wait until two years' records were available. These results are now partly summed up. Some of the most interesting facts about them are these: The children who had completed the supper grades in school received during their first two years of work no higher wages than those who had completed only the fifth or sixth grade. They did, however, earn more during a year's time, because they are steadier workers. They hold fewer positions and are idle less. Wages, as in previous tabulations, are almost a dollar a week more for boys than for girls of the same age. They are a little over a dollar a week more for both sexes during the second year of employment than during the first year. The Public School boys get higher wages than the Parochial School boys, while, in the case of the girls, there is a very small difference in favor of those from Parochial Schools. The reason for this state of affairs is not certain, but it seems probable that the gymnastics and manual training which boys in the Public Schools receive have a favorable effect on their development, which gives them an advantage in industry. The kind of training offered girls in the two kinds of schools, probably differs less. In both cases they have some sewing and domestic work, and very little else in "manual training"

The visiting of the homes of both working and school children has continued during the year. Practically all of the working children have now been visited, many of them more than once. The visiting of the school children has also progressed well.

Respectfully submitted,

HELEN T. WOOLLEY,
Director.

TRUANCY DEPARTMENT

REPORT OF CHIEF OFFICER

REPORT OF TRUANT OFFICER

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—In compliance with Rule 74 of the Board of Education, I herewith present a report of the work done by the Truancy Department during the school year 1913-1914:

Total number of visits made		15,498
Number of visits by Chief Truant Officer	983	
Number of visits by Assistant Truant Officers	14,515	
		15,498

Places visited by Assistant Officers:

Schools	3,158
Homes	9,191
Others	2,166
	14,515

Number of cases brought before Court, 268.

One thousand and forty-two requests for aid were received; 1,002 requests were granted; 40 requests were refused. Relief to the amount of $1,813.85 was distributed through the Truancy Department, in accordance with the provisions of Section 7777, General Code of Ohio, as follows:

Wearing apparel	$1,553 35
Eye glasses	68 50
Scholarships, cash	192 00
	$1,813 85

This aid was given to children belonging to the various schools, as follows:

Schools	Shoes		Stockings		Glasses		Scholarship	Total
	No.	Amount	No.	Amount	No.	Amount		
First District	84	$105 00	168	$33 60	5	$6 00	$10 00	$154 60
Sixth District	56	70 00	112	22 40	4	4 60		97 00
Twelfth District	58	72 50	116	23 20	5	4 45		100 15
Twentieth District	35	43 75	70	14 00	3	3 70		61 45
Twenty-fifth District	13	16 25	26	5 20	2	2 80		24 25
Twenty-eighth Dist.	21	26 25	42	8 40	1	90		35 55
Thirtieth District	1	1 25	2	40				1 65
Avondale	1	1 25	2	40				1 65
Bloom	22	27 50	44	8 80	4	5 20		41 50
Bond Hill	3	3 75	6	1 20				4 95
Carthage	1	1 25	2	40				1 65
Chase	15	18 75	26	5 20	4	5 10		29 05
College Hill	2	2 50	4	80				3 30
Columbian	2	2 50						2 50
Douglass	1	1 25	2	40	5	6 00		7 65
Dyer	21	26 25	42	8 40			40 00	74 65
Fulton	43	53 75	86	17 20				70 95
Garfield	8	10 00	12	2 40				12 40
Guilford	71	88 75	142	28 40	3	3 70		120 85
Harrison	6	7 50	12	2 40	1	1 40		11 30
Highlands	43	53 75	86	17 20			16 00	86 95
Hoffman	2	2 50	4	80				3 30
Horace Mann	6	7 50	12	2 40				9 90
Hyde Park							10 00	10 00
Jackson	15	18 75	30	6 00	3	3 70		27 45
Kirby Road	6	7 50	12	2 40				9 90
Lincoln	45	56 25	90	18 00				74 25
Linwood	3	3 75	6	1 20				4 95
McKinley	23	28 75	46	9 20				37 95
Madisonville	16	20 00	32	6 40				26 40
Morgan	54	67 50	108	21 60	1	1 40		90 70
Mt. Auburn	8	10 00	16	3 20				13 20
Oakley	2	2 50	4	80			10 00	13 20
Oyler	14	17 50	28	5 60	1	1 40	8 00	32 50
Peaslee	10	12 50	20	4 00	1	1 40		17 90
Raschig	39	48 75	77	15 40	3	3 20	8 00	75 35
Riverside	6	7 50	12	2 40				9 90
Sands	34	42 50	68	13 60	2	2 30	10 00	68 40
Sayler Park	4	5 00	8	1 60				6 60
Sherman	24	30 00	48	9 60	3	3 05		42 65
Vine	12	15 00	24	4 80	1	90		20 70
Washburn	20	25 00	40	8 00	4	4 10		37 10
Washington	22	27 50	44	8 80			70 00	106 30
Webster	43	53 75	86	17 20	3	3 30	10 00	84 25
Whittier	3	3 75	6	1 20				4 95
Windsor	4	5 00	8	1 60				6 60
Winton Place	5	6 25	10	2 00				8 25
Oral and Blind	3	3 75	6	1 20				4 95
Boys' Special	8	10 00	16	3 20				13 20
Special No. 3	5	6 25	10	2 00	1	90		9 15
Totals	943	$1,178 75	1,873	$374 60	60	$68 50	$192 00	$1,813 85

The following is a report of the work accomplished during the summer vacation period: Forty thousand nine hundred and fifty names of children between the ages of eight and sixteen years were copied from the School Census Enumerators' reports. These names were classified and placed in the respective schools in the districts where they were residing when the census was taken.

Number of names shown in the Enumerators' reports		40,950
Number belonging in Public Schools	26,681	
Number belonging in Church Schools	12,948	
Number belinging in Private Schools	334	
Number not attending school	987	
		40,950

Number of miscellaneous calls, 220.

REPORT OF WORK DONE INDIVIDUALLY.

CHIEF TRUANT OFFICER.

Preparatory Work for the School Year, 1914-1915.
Re-adjusting Officers' Districts.
Number of Miscellaneous Calls, 24.

Number of names copied from Enumerators' Reports		1,581
Number belonging in Public Schools	1,010	
Number belonging in Church Schools	571	
		1,581

OFFICER JOHN THEOBALD.

Number of Miscellaneous Calls, 17.

Number of names copied from Enumerators' Reports		9,127
Number belonging in Public Schools	7,241	
Number belonging in Church Schools	1,886	
		9,127

OFFICER JOHN A. RUNCK.

Number of Miscellaneous Calls, 62.

Number of names copied from Enumerators' Reports		8,630
Number belonging in Public Schools	6,143	
Number belonging in Church Schools	2,420	
Number belonging in Private Schools	35	
Number not attending school	32	
		8,630

OFFICER AUGUST MELTZER.

Number of Miscellaneous Calls, 63.

Number of names copied from Enumerators' Reports		6,733
Number belonging in Public Schools	4,462	
Number belonging in Church Schools	2,271	
		6,733

OFFICER HARRY C. MOFFETT.

Number of Miscellaneous Calls, 39.

Number of names copied from Enumerators' reports		7,067
Number belonging in Public Schools	3,600	
Number belonging in Church Schools	2,664	
Number belonging in Private Schools	299	
Number not attending school	504	
		7,067

OFFICER IDA J. GERDING.

Number of Miscellaneous Calls, 15.

Number of names copied from Enumerators' Reports		7,812
Number belonging in Public Schools	4,225	
Number belonging in Church Schools	3,136	
Number not attending school	451	
		7,812

Respectfully submitted,

A. B. CLEMENT,
Truant Officer.

DEPARTMENT OF HEALTH

REPORT OF CHIEF MEDICAL INSPECTOR

OPEN-AIR SCHOOL
TABLES OF STATISTICS

REPORT OF CHIEF MEDICAL INSPECTOR

Mr. Randall J. Condon, Superintendent of Public Schools:

Dear Sir—Permit me to submit for your consideration a somewhat detailed review of School Medical Examination, which is a function of the division of Medical Inspection and Relief.

By way of introduction, I should say that when medical inspection was instituted some six or seven years ago, there was some opposition on the part of the principals, teachers and the medical profession. Some of the older men thought that health supervision would interfere too much with scholastic work. Now they want the doctor regularly, and they are disappointed because they can not have a nurse. Pastors are also mindful of the good results of medical inspection. The doctors thought that the movement was going to rob them of patronage. With the employment of men on full time, the district physician, however, can not be accused of having ulterior motives. It is a matter of comment among the doctors and dentists that a large number of patients visit the office as a result of school medical examination and lectures on hygiene that otherwise would not have come.

The scope of our work has been extended until now it includes one hundred and fifteen public and parochial schools.

The medical staff consists of a chief school inspector, sixteen district physicians, fourteen nurses, five dentists and two clinic assistants. With the exception of five district physicians, who look after the physical welfare of the children in the recently annexed suburbs, and four dental operators, who work on half-day shifts, all employes devote full time to our work.

School Medical Examination.

During the last school year, in accordance with Board of Health Regulation No. 17, which makes vaccination of school children compulsory, 3,777 children were inoculated against smallpox by the district physicians and as many more by general practitioners.

Comprehensive examinations of school children were conducted to determine and correct such defects as interfere with a child's efficiency in school life.

Seventeen thousand six hundred and fifty-seven defects were diagnosed. The number of children needing treatment was 16,581. Of this number, 9,654, or 59.22 per cent, were treated as follows: By the family physician, 4,376, or 26.39 per cent; at clinics and hospitals, 2,913, or 17.56 per cent; by the school nurse for minor ailments and the eradication of pediculosis, 2,365, or 14.27 per cent.

Six thousand nine hundred and twenty-seven children, or 41.78 per cent, were untreated. Some children in this last group were withdrawn from school, others left the city, and a large number (50 per cent) remain as pending cases.

During the last school year 2,180 children were found with defective vision, and of this number, 868, or 39.8 per cent, were benefited by glasses.

The district physicians discovered 1,966 children who were handicapped because of diseased tonsils and adenoids. Of this number, 411, or 20.9 percent, had their tonsils and adenoids removed.

Marked improvement was noted in 526 anæmic children and 83 pretuberculous boys and girls who were included in the survey made during the months of May and June, 1913, in order to determine the prevalence of tuberculosis and anæmia. Our survey showed that in 59 public schools, attended by 36,438 pupils, 84 children, or .23 per cent, were tuberculous; 505 children, or 1.38 per cent, were pretuberculous, and 1,030, or 2.83 per cent, were anæmic. The results may be attributed to a better home environment as the result of a rigid follow-up by the nurses; the supplying of home deficits through the Penny Luncheon Association; and, in certain selected cases, to open-air schools and summer vacations provided for by the Anti-Tuberculosis League during the summer of 1913. During the months of July and August 113 anæmic, pretuberculous children (60 boys and 53 girls), selected from those referred to the Anti-Tuberculosis League by the district physicians and nurses, were given the benefit of an outdoor life at Bamford Hills by the Anti-Tuberculosis League. All factors conducive to good health were present, and the children responded beautifully to the open-air treatment. The camp accommodated 75 children, and many stayed during the entire season. The average gain in weight per child was four pounds. Twenty children were excluded from regular class-room attendance on account of pulmonary tuberculosis.

FOLLOW-UP WORK.

During the last school year our nurses visited 6,717 homes and escorted 716 children to hospitals, clinics and dispensaries. The school nurse is the most valuable adjunct to school medical examination. It was stated above that 868 children with defective vision were benefited by glasses. Seven hundred and eighty-six of these children attended schools visited by nurses. Of the 411 children who were operated upon for the removal of diseased tonsils and adenoids, 361 were encouraged to do so by the nurses. Again, of the 2,913 children treated in clinics, hospitals and dispensaries, 2,832 attended schools visited by the school nurses. The principals frequently call upon the nurses for assistance in selected cases. Wherever introduced her services are indispensable. In 66 schools (45 public and 21 parochial) the nurses see that the doctors' recommendations are executed. The average number of pupils per nurse is 2,400.

HANDICAPPED CHILDREN.

As the result of a survey which was undertaken by the district physicians during the months of May and June, 1914, we know that there are many handicapped children attending regular classes in the public schools who should be taught along special lines that will reduce the effects of their handicap and enable the children to become self-supporting citizens. I am including herewith a summary of the investigation:

1. Children afflicted with Chorea attending regular classes, 101.
2. Epileptics, 28.
3. Children with marked Curvature of Spine, 79.
4. Children with tuberculosis of bones and joints, 28.
5. Deformities due to disease of accident, 195.

An investigation made during the year of 1913 showed that 657 mentally retarded children were enrolled as public school pupils. Having in mind those who are segregated in special schools or classes, I feel that there are, approximately, 200 mentally deficient children attending regular classes.

These facts emphasize the necessity of a hospital school for handicapped children. What better opportunity have we than that which is afforded by the Cincinnati Hospital site? The hospital grounds may be utilized for any purpose which has for its primary object the health conservation of our people. There are eleven acres north of Bethesda Avenue, or twenty-seven acres east of Eden Avenue available for this purpose. Resident pupils would be under hospital supervision for a period of years, or until they became trained to some industry which would make them self-supporting. Day pupils might be given a common school education, industrial training and medical attention in an open-air environment. The Health Department would be glad to undertake for the Board of Education the supervision of a dairy, poultry yards or stock-raising as special features in vocational training. A hospital school, in which children might be centralized, would materially assist you in the plans which you contemplated when you asked us in October, 1913, to obtain the number of children between the ages of six and sixteen in each of the city hospitals; *i. e.*, in hospitals where it would be desirable and possible to supply teachers for those that are in a condition to receive instruction.

OPEN-AIR SCHOOLS.

The results obtained in our three open-air schools were remarkable. Instead of pale and delicate children, as they were upon admission, we see them with the roses in their cheeks, heavier, happier, and each one a minister of the Gospel of Fresh Air. The average gain in weight of the children attending the little red schoolhouse for tuberculous children, situated on the site of the Municipal Tuberculosis Sanitorium, was 6.6 pounds. One boy took on 23 pounds, and a girl weighed 14½ pounds more than she did upon admission. Ten out of a total of nineteen gained more than six pounds each. The regular institution meals were served to these children, plus a liberal supply of milk.

The average gain in weight of the children attending the Guilford Open Air School was 5.6 pounds. The greatest gain in weight was seventeen pounds. In order to make up home deficits each child was allowed two cents worth of food daily by the Penny Luncheon Association. The children in the school represent selected cases living in the district. The children in the Dyer Open Air School represent profound cases of anæmia drawn from all portions of the city. Seventeen children attended from the beginning of the term, whose average gain in weight was 6.08 pounds. Nine new children were accepted at various times after January 1, bringing down the average gain in weight to 5.13 pounds. One little girl, 11 years old, increased her weight twenty pounds. The children in this school were given a hot noon meal prepared by the domestic science department. Early in the year milk and crackers were served in the morning and afternoon. Lack of funds made it necessary to cut down the amount of nourishment during the second semester. In order that the good work may continue we earnestly hope the recommendations of the Superintendent of Schools for three additional open air schools, as contained in his budget for 1915, may be concurred in.

ORAL HYGIENE.

We are under obligations to the members of the Cincinnati Dental Society, especially the Oral Hygiene Committee, for their unabated zeal and unselfish devotion to the mouth hygiene movement which was launched five years ago. Experimentally, the dentists have proven that school children with clean mouths and sound teeth are physically and mentally superior to those receiving no dental care. During the school year, twenty-three inspections were made by volunteers from the Cincinnati Dental Society, assisted by the women of the Free Dental Clinic Society. Twelve thousand five hundred and thirty-four children attending public and parochial schools were examined and of this number 10,897 pupils or 86.14 per cent were found with defective teeth. It is indeed gratifying to note that 2,462 poor children whose parents were unable to employ a private dentist, took advantage of the Free Dental Clinic. While the Health Department paid the salaries, the money for equipment and maintenance—$1,054.15—was raised by private subscriptions. Lectures and stereopticon demonstrations on oral hygiene were given by various members of the dental profession.

Little Mothers' Leagues.

As a phase of child welfare work our Little Mothers' Leagues occupied a position of prime importance. Fourteen hundred children in fifteen schools (eleven public and four parochial) availed themselves of this opportunity to learn the principles of personal hygiene, home sanitation and how to care for babies. Little talks, supplemented with practical demonstrations in bathing, modification of milk, making infants' clothes, etc., were given to the children of the upper grades by Miss Sarah B. Helbert, school nurse and lecturer of the Anti-Tuberculosis League. Lectures were given once a week. Each class was well organized, the children electing their president and secretary. The intelligent interest displayed by the girls and their expression in the work, were inspiring.

Compositions were written each week and at the end of the course, three cash prizes were offered for the best essays on "The Care of the Baby." A certificate issued by the Department of Health was awarded to all girls who had attended regularly. Members of the Little Mothers' Leagues were very helpful in distributing milk station literature and encouraging mothers to bring their babies to the clinics for observation. Each girl undertook to distribute five pamphlets in homes in which there were no children of school age. The average daily attendance at the milk stations this summer was 6.36 as compared to 4.41 for the year before. Incidentally, there were forty deaths less this year in children under the age of two years due to summer complaint than in 1913 over the same period. In order to give this course, the time should be extended to cover a period of ten weeks instead of six, and I hope that next year we may be permitted to begin April 5.

The members of the Little Mothers' Leagues were the guests of the management at an outing at Chester Park on June 25, 1914. Compositions, note books, and garments made by the children were on exhibition. The children were addressed by Mr. Condon, Superintendent of Public Schools; Dr. J. H. Landis, Health Officer, and Father Eugene of the Holy Cross Monastery. Through the courtesy of Colonel Ike Martin, complimentary tickets were given to the children for the various amusements.

HEALTH CERTIFICATES.

In co-operation with the division of Child Labor and in accordance with section 2766 (Laws of Ohio, 1913), the district physicians examined 1,166 applicants for work certificates. Certificates were withheld in fourteen instances pending the correction of physical defects. All but two of the applicants complied with the recommendations of the examining physicians. Light work was recommended for six children who were deformed or handicapped by organic lesions.

We really feel that this work is of sufficient importance to engage the attention of one man on full time, who should have offices in connection with those of the Bureau; but until funds are available, we must be satisfied with the present arrangement.

HOME NURSING.

Early in January the Department of Health undertook for the Board of Education, a course in elementary hygiene and the care of the sick for A grade girls of the Woodward High School. We were fortunate in securing for this work Miss Hilda Reinecke, R. N., whose services were volunteered by the local chapter of the Red Cross Association. The course was eminently successful and Miss Reinecke is entitled to all the credit, she having prepared the fifteen lessons which took up thirty hours of school time over a period of ten weeks. The girls were taught how to appoint a sick room, how to change linens without discomforting the patient, how to take the temperature and record pulse frequency, bandaging, the application of disinfectants and many other practical methods of helpfulness.*

It will please you to know that ten of the girls are taking special training in the classes organized by the local Red Cross Chapter. We believe that all A grade girls should have the benefit of this course.

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* The class room at the Woodward High School was especially equipped by the Max Wocher Surgical Supply Co., without charge.

LECTURES.

Many lectures were given by various members of the department to Mothers' Clubs and high school boys and girls. We want the Social Center Director and principals to feel privileged to call upon us when they are preparing their programs.

STANDARD METHODS.

In order that we may have standard methods in all schools, our rules and regulations with reference to school medical examination, were submitted to your committee on Rules and Regulations, and we earnestly hope that they will be adopted, published and distributed in all schools.

BUDGET ALLOWANCE.

We were allowed one hundred and one thousand ($101,000.00) dollars by the Budget Commission to meet current expenses of the Health Department for the year of 1914. This allowance permitted us to continue the activities of 1913. During midsummer our appropriation was cut fifty-five hundred ($5,500.00) dollars, leaving us ninety-four thousand five hundred and twenty-seven ($94,527.00) dollars for the year. As a result of this deficit it became necessary to abandon the Free Dental Clinic and other activities.

The Budget Commission this year has allowed us seventy-one thousand five hundred and ninety-four dollars and fifty-two cents ($71,594.52) by 1915. You can readily see that unless the extra tax levy carries this fall, the department in its crippled condition will be forced to discontinue many other functions.

In conclusion permit me to express our thanks to you and to principals and teachers for the co-operation and courtesies extended to us during the past year.

Respectfully submitted,

WILLIAM H. PETERS, M. D.
Chief Medical Inspector.

TABLE I.

SCHOOL MEDICAL EXAMINATIONS.

	Public Schools	Parochial Schools	Total
Number of children inspected after 4 days' absence	7,240	693	7,933
Miscellaneous inspections for minor conditions	7,658	1,834	9,492
Children examined but not recommended for treatment	18,979	4,325	23,304
Number of children needing treatment	13,648	2,933	16,581
Number of children excluded on account infectious diseases	1,229	47	1,276
DEFECTS AND DISEASES DIAGNOSED BY DISTRICT PHYSICIANS			
Infectious diseases	536	18	554
Defective vision	1,789	391	2,180
Diseases of the eye	681	118	799
Defective hearing	162	39	201
Diseases of the ear	234	50	284
Defective nasal breathing	266	49	315
Hypertrophied tonsils and adenoids	1,632	334	1,966
Diseases of respiratory tract	1,139	70	1,209
Pulmonary tuberculosis	18	2	20
Pretuberculosis children	73	10	83
Anaemia	453	73	525
Cardiac disease	21	1	22
Defective teeth	2,945	1,292	4,237
Ringworm	125	13	138
Scabies	114	6	120
Impetigo contagiosum	220	17	237
Pediculosis	1,427	389	1,816
Other skin diseases	787	85	872
Minor surgical conditions	1,331	53	1,384
Miscellaneous	646	48	694
Totals	14,599	3,058	17,657
Children with one defect			15,858
Children with more than one defect (1,799 defects)			723
Total			16,581
RESULTS OF SCHOOL MEDICAL EXAMINATIONS			
Children who were cured or improved			10,874
Refused treatment			895
Withdrawn from school, left city, etc			638
Pending cases			4,174
Total			16,581
TREATMENT			
Children treated by general practitioners			4,376
Children treated in clinics, hospitals, dispensaries			2,913
Children treated by visiting school nurse			2,365
Total			9,654
Homes visited by nurse			6,717
Children taken to clinics, hospitals, dispensaries			765

TABLE II.

WORK ACCOMPLISHED IN THE FREE DENTAL CLINIC, FROM SEPTEMBER 1, 1913, TO AUGUST 31, 1914.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.*	Total
Fillings	313	770	656	563	818	518	642	680	719	488	215	.....	6,382
Prophylaxis	80	219	209	161	251	178	249	224	235	124	30	.....	1,960
Extractions	103	271	262	252	281	197	257	307	318	170	49	.....	2,467
Treatments	180	342	266	244	408	319	433	346	388	198	88	.....	3,212
Crowns set	1	.....	6	1	7	2	.....	.....	2	2	1	.....	22
Finished cases	71	179	163	139	210	109	163	154	201	123	50	.....	1,562
Unfinished cases	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900
Total number cases	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,462
School inspections	.....	1	4	2	4	3	4	4	1	.....	.....	.....	23
Working hours	388½	594½	479½	476	585½	418	490	420	504	336	138	.....	4,830

* Clinic discontinued owing to lack of funds.

There were 12,534 children examined, and of this number 10,797, or 86.14 per cent, were found with defective teeth.

Lectures and stereopticon demonstrations were given to four mothers' clubs and to the children in twelve schools.

TABLE III.

NUMBER OF CHILDREN IN THE SCHOOLS INOCULATED AGAINST SMALLPOX, FROM SEPTEMBER 10, 1913, TO JUNE 19, 1914.

District	Successful	Unsuccessful	Unknown	Public Schools	Parochial Schools	Total
First	305	7	....	239	73	312
Second	417	55	5	347	130	477
Third	337	2	16	276	79	355
Fourth	445	35	10	490	....	490
Fifth	217	3	4	174	50	224
Sixth	236	....	....	104	132	236
Seventh	177	2	2	97	84	181
Eighth	288	....	5	223	70	293
Ninth	394	....	....	231	163	394
Tenth	415	....	1	273	143	416
Eleventh	83	....	2	50	35	85
Madisonville	69	2	1	68	4	72
Mt. Washington	31	....	....	19	12	31
Sayler Park	57	2	2	31	30	61
Carthage	116	8	....	111	13	124
Pleasant Ridge	26	....	....	26	....	26
Total	3,613	116	48	2,759	1,018	3,777

TABLE IV.

HANDICAPPED CHILDREN IN PUBLIC SCHOOLS, 1913-1914.

Schools	Chorea	Epilepsy	Scoliosis	Functional Scoliosis	Tuberculosis of Bones, etc.	Deformities	Classification of Deformities								
							Loss of Limb	Loss of Eye	Paralysis	Short Limb	Rickets	Dislocation	Atrophy of Muscles	Miscellaneous	Paralysis with Atrophy
Highlands	1	1	3	....	....	4	....	....	....	....	....	....	....	2	2
Hyde Park	....	2	1	....	....	2	....	....	1	....	....	....	....	....	1
Lincoln	2	....	5	....	1	10	....	2	3	....	2	....	....	3	....
Linwood	....	....	2	....	1	3	2	....	....	....	....	....	....	....	1
McKinley	2	1	2	....	3	6	....	2	....	....	1	....	2	1	....
Oakley	1	1	2	....	....	3	....	....	....	....	....	....	1	2	....
Chase	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Central Fairmount	1	....	....	....	....	3	....	....	2	....	....	....	....	1	....
Twenty-fifth District	....	....	....	....	....	4	....	....	2	....	1	....	....	1	....
Washington	1	1	2	....	3	4	....	....	2	1	....	....	....	1	....
Westwood	....	....	....	....	....	1	....	....	....	1	....	....	....	....	....
Twentieth District	7	1	2	....	1	9	1	1	1	....	2	....	1	3	....
Vine	4	3	4	....	....	2	....	....	....	....	....	....	....	1	....
Webster	17	4	3	2	2	11	1	....	....	1	3	....	....	5	1
Washburn	5	1	2	....	1	8	2	....	....	2	....	....	....	4	....
Dyer	1	1	5	....	1	6	1	1	1	1	1	....	....	1	....
Fulton	....	....	....	....	....	4	1	1	....	1	....	....	....	1	....
Guilford	....	....	5	....	....	1	....	....	....	....	....	....	....	1	....
Jackson	1	....	4	....	....	7	1	....	....	5	....	....	....	1	....
Sherman	1	....	....	....	....	8	....	2	1	1	2	....	....	2	....
Avondale	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....
College Hill	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....
Clifton	....	....	1	....	....	3	....	....	1	....	....	....	....	2	....
Bond Hill	....	1	1	....	1	....	....	....	....	....	....	....	....	....	....
Columbian	1	....	4	....	....	1	....	....	....	....	....	....	....	1	....
Winton Place	3	....	2	....	....	....	....	....	....	....	....	....	....	....	....
Harrison	1	1	....	....	....	1	....	....	....	....	....	....	....	1	....
Oyler	2	1	2	....	....	9	2	....	2	1	....	....	....	4	....
Riverside	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Warsaw	2	....	....	....	1	5	2	1	....	....	....	....	....	....	2
Whittier	1	....	1	....	1	1	....	....	1	....	....	....	....	....	....
Sands	4	...	1	99	2	6	....	3	....	2	1	....	....	....	....

TABLE IV—HANDICAPPED CHILDREN IN PUBLIC SCHOOLS, 1913-1914—(Continued).

Schools	Chorea	Epilepsy	Scoliosis	Functional Scoliosis	Tuberculosis of Bones, etc.	Deformities	Classification of Deformities								
							Loss of Limb	Loss of Eye	Paralysis	Short Limb	Rickets	Dislocation	Atrophy of Muscles	Miscellaneous	Paralysis with Atrophy
Twelfth District	....	....	....	77	....	6	2	2	2	....	....	....	....	....	....
Bloom	3	....	....	72	....	3	1	....	2	....	....	....	....	....	....
First District	3	1	....	....	2	3	....	....	....	....	2	1	....	....	....
Sixteenth District	1	2	....	....	....	4	....	....	....	1	1	....	1	1	....
Thirtieth District	2	1	....	....	1	1	....	....	....	....	....	1	....	....	....
Twenty-eighth District	....	1	1	....	....	3	2	....	....	....	....	....	....	1	....
Twenty-third District	....	1	1	....	1	5	....	....	3	....	....	....	2	....	....
Boys' Special	....	....	....	....	....	1	1	....	....	....	....	....	....	....	....
Sixth District	9	....	2	7	....	6	....	....	1	1	....	....	....	4	....
Raschig	8	1	1	1	....	5	2	2	....	1	....	....	....	....	....
Morgan	7	....	3	11	....	4	....	....	....	....	3	....	....	1	....
Douglas	....	....	7	....	....	6	....	....	....	2	....	....	2	2	....
Hoffman	1	....	....	....	....	1	....	....	....	....	....	....	....	....	1
Horace Mann	1	....	....	....	....	3	1	....	....	....	....	....	....	1	1
Evanston	....	....	1	....	....	2	....	1	....	....	....	....	....	....	1
Peaslee	1	....	2	....	1	3	2	....	....	1	....	....	....	....	....
Twenty-second Dist.	3	1	1	....	2	3	....	1	....	....	....	....	....	2	....
Windsor	1	....	1	....	....	5	....	....	....	....	1	....	....	....	4
Morgan (Colored)	....	....	....	....	....	6	....	....	....	....	....	....	....	1	....
Garfield	1	....	1	....	1	3	....	....	....	1	....	....	....	2	....
Kirby	1	..	1	....	1	2	....	....	....	....	....	....	....	1	1
North Fairmount	....	....	....	....	....	3	....	....	2	1	....	....	....	....	....
Total	101	28	79	267	28	195	24	19	27	18	26	3	10	54	14

SUMMARY

Chorea	101
Epilepsy	28
Scoliosis	79
*Functional scoliosis	267
Tuberculosis of bones, etc	28
Deformities	195

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* The number of functional scoliosis noted by the district physicians in seven schools emphasizes the necessity of correlating the work of the district physician and physical instructor.

DYER OPEN AIR SCHOOL

Name	Address	Sept. 15, 1913				School from Which Pupil Was Recommended	December 15, 1913			June 15, 1914				Gain in Weight
		Age	Grade	Weight	Haemo Globin		Weight	Haemo Globin	Condition	Weight	Haemo Globin	Condition	Disposal of Case	
Mabel Albert	1019 Richmond st.	8	3	41.6	80	Twelfth District	45.12	85	Improved	44.11	85	Continued improvement	4th Grade; promoted	3.5
Miriam Alpine	1549 Central ave.	8	2	40.2	70	Sixth District	43.4	85	Improved	46.2	80	Continued improvement	3rd Grade; promoted	6.0
Hazel Baldwin	846 Clark st.	7	2	32.6	40	Eleventh District	35.14	40	Slight improvement	38.5	60	Continued improvement	3rd Grade; promoted	5.15
Felix Berold	815 Court st.	11	4	60.0	80	Sherman	63.8	80	Improved	64.8	85	Improved	5th Grade; promoted	4.8
Margaret Biles	'047 Freeman ave.	9	3	59.0	85	Twelfth District	66.0	95	Marked improvement	68.10	85	Continued improvement	4th Grade; promoted	9.10
Edith Bonifield	115 Sherman ave.	9	3	45.12	80	Sands	46.4	95	Improved	....	....	Withdrawn on account of peritoneal tuberculosis		
Richard Brennen	1020 W. Eighth st	8	3	49.4	60	Twelfth District	52.6	70	Improved	57.3	80	Continued improvement	4th Grade; promoted	7.15
Viola Cameron	1009 Bank st.	11	4	70.0	85	Bloom	78.12	95	Improved	90.0	85	Much improved	4th Grade; promoted	20.0
Richard Eberhardt	2507 Addison st.	10	2	53.0	90	W. Oakley	57.8	90	Marked improvement	....	....	Graduated; returned to regular grades		
Clarence Ethel	1019 Richmond st.	8	2	49.4	80	Twelfth District	57.12	90	Improvement	54.10	80	Continued improvement	3rd Grade; promoted	5.6
Elmer Hauser	43 E. Clifton ave	12	4	63.2	90	Webster	67.12	90	Improved	....		Withdrawn to receive instructions in parochial school		
Louis Heim	951 Carr st.	10	4	55.0	90	St. Anthony	58.8	90	Improved	60.2	85	Continued improvement	5th Grade; promoted	5.2
Albert Kapilowitz	610 Richmond st.	9	4	55.8	85	Sherman	59.8	100	Continued improvement	....	....	Graduated; returned to regular grades		
Howard Kapilowitz	610 Richmond st.	9	4	55.0	75	Sherman	58.10	90	Improved	....	....	Graduated; returned to regular grades		
Anna Lucik	718 Burns st.	10	3	47.4	85	Oyler	51.12	90	Slight improvement	....	....		Withdrawn; incorrigible	
Dan'l McLean	2625 Cummins st.	11	4	60.0	75	North Fairmount	65.12	90	Improved	64.2	85	Continued improvement	4th Grade; not promoted	4.2
Elsie Miller	2018 Mohawk st.	8	2	43.0	80	Twenty-eighth Dist.	45.2	80	Marked improvement	47.8	80	Continued improvement	3rd Grade; promoted	4.8
Geneva Murphy	1055 Clark st.	9	3	41.0	60	Twelfth District	43.0	75	Unimproved	45.0	65	Unimproved	4th Grade; promoted	4
John Rieger	'407 Pleasant st.	9	2	48.6	70	Sixth District	51.0	70	Improved	53.9	75	Continued improvement	2nd Grade; not promoted	5.3
Harry Senderowitz	746 Hopkins st.	9	2	38.12	60	Eleventh District	41.8	90	Marked improvement	43.6	85	Continued improvement	3rd Grade; promoted	4.10
Esther Siegel	756 W. Seventh st	8	3	51.0	90	Jackson	52.10	95	Same condition	54.14	85	Slight improvement	4th Grade; promoted	3.14
Olivia Stehman	512 Hopkins st.	10	4	73.0	90	St. Joseph School	80.0	95	Marked improvement	....	....	Graduated; returned to regular grades		
Evelyn Stocton	811 Clinton st.	9	3	42.12	80	Eleventh District	45.6	90	Improved	48.0	90	Continued improvement	4th Grade; promoted	5.4
Carrie Stump	1603 Western ave.	9	2	46.0	50	Sands	50.2	75	Improved	50.2	80	Continued improvement	2nd Grade; not promoted	4.2
Bernard Woods	1564 Elm st.	11	2	58.2	60	Sixth District	65.12	90	Marked improvement	....	....	Much improved	Moved to country	
Entrances from	Jan. 1, 1914:					Entrance	Vgt							
John Weglow	1204 Vine st.	10	2	....	...	St. Xavier	37.12	80		42.8	85	Much improved	2nd Grade; not promoted	4.12
Julia Jaworsky	515 Oliver st.	10	2	....	...	St. Francis	43.10	70		48.13	85	Improved	3rd Grade; promoted	5.3
BernadettaJaworsky	515 Oliver st.	9	2	....	...	St. Francis	49.0	80		55.10	85	Improved	3rd Grade; promoted	6.10
Gus Linder	521½ W. Sixth st.	13	3	....	...	Jackson	51.4	80		....	....	Improved	Convalescent Home	
Geo. Fredericks	825 W. Liberty st	10	2	....	...	Sands	59.0	80		63.0	85	Improved	2nd Grade; not promoted	4
Geo. Tussey	838 Poplar st.	12	4	....	...	Twentieth District	67.0	85		70.13	90	Much improved	4th Grade; not promoted	3.13
Wilbert Fulton	714 David st.	8	2	....	...	Washburn	42.0	70		45.7	75	Improved	2nd Grade; not promoted	3.7
Gussie Kennedy	1037 Mound st.	11	4	....	...	Washburn	46.10	80		47.13	80	Improved	4th Grade; promoted	1.3
Sarah Malberg	543 Hopkins st.	7	2	....	...	Washburn	47.8	85		47.8	85	Unimproved	2nd Grade; not prom.;	None

Seventeen children attending from beginning of term whose average gain in weight was........ 6 lbs. 8 oz.
Nine new children were accepted at various times from Jan. 1, 1914, to end of term, which brought down the average gain in weight for the year to... 5 lbs. 13 oz.
Greatest gain in weight........ Girl, 20 lbs.; Boy, 7 lbs. 15 oz.
One pupil gained 10 lbs.; one gained 8 lbs.; one gained 7 lbs.; two gained 6 lbs.; nine gained 5 lbs.; the remainder gained 4 lbs. or less.

SAMPLE MENUS OF NOON LUNCH

Monday—Roast Beef, Boiled Potatoes (Butter Sauce), Creamed Peas and Carrots, Rhubarb, Bread (1 or 2 slices), Butter (fair sized cube).

Tuesday—Egg Omelet, Baked Potato (Cheese Sauce), Chocolate Pudding, Toast (2

Wednesday—Meat Balls (2 each), Creamed Potatoes, Spinach, Strawberries, Bread & Butter

Thursday—Beef Loaf, Baked Potatoes (Cheese Sauce), Baked Corn, Pineapple Tapioca, Bread and Butter.

Friday—Salmon Salad, Potato Salad, Bread and Butter, [illegible]

[illegible]

GUILFORD OPEN AIR SCHOOL

Name	Residence	October 10, 1913			Admission	From School	December 15, 1913		Weight June 15, 1914	Disposal of Case	Gain in Weight
		Age	Grade	Weight			Weight	Condition			
Harold Baltser	530 E. Pearl st.	12	3	62	Oct. 10, 1913	Guilford	68	Improved	66½	3rd Grade; not promoted	4½
Harold Barber	Pearl and Ludlow	9	4	53	Sept. 11, 1913	Guilford	58	Improved	59½	5th Grade; promoted	6½
Babetta Beyer	818 Main st.	8	4	56	Sept. 11, 1913	Guilford	59	Much improved	58	5th Grade; promoted	2
Melvin Borquin	249 Pike st.	9	4	62	Oct. 10, 1913	Guilford	65	Improved	69	5th Grade; promoted	7
Goodrich Bowen	310 Sycamore st.	9	3	73	Sept. 11, 1913	Guilford	73	Slight improvement	......	Moved to Windsor school.	.....
Lulu Burris	530 E. Pearl st.	10	3	69	Sept. 11, 1913	Guilford	72	Good condition	......	Regular grade at mid-year	3
Anna Fenton	111 Broadway	11	3	47	Sept. 11, 1913	Guilford	53	Very little improvement	55	4th Grade; promoted	8
Chelsea Foster	310 Main st.	10	4	51	Oct. 17, 1913	Notre Dame.	60	Improved	60	5th Grade; promoted	9
Ash Gilbert	213 Lawrence st.	11	3	65	Sept. 11, 1913	Guilford	76	Improved	75	4th Grade; promoted	10
Dorothy Gilbert	408 E. Fifth st.	9	4	62	Sept. 11, 1913	Guilford	71½	Much improved	79	5th Grade; promoted	17
Fred Gill	341 E. Third st.	12	3	59	Sept. 11, 1913	Guilford	61	Slight improvement	65	3rd Grade; not promoted	6
Ernest Gillespie	323 E. Pearl st.	9	4	53	Sept. 11, 1913	Guilford	55	Improved	56½	5th Grade; promoted	3½
Raymond Glore	246 E. Fifth st.	9	4	44	Sept. 25, 1913	Morgan	52	Much improved	50½	5th Grade; promoted	6½
Edward Kelly	351½ E. Third st.	12	3	62	Sept. 11, 1913	Guilford	65	Slight improvement	63	4th Grade; promoted	1
May Martin	470 E. Second st.	10	4	70	Sept. 11, 1913	Fulton	77	Slight improvement	76	5th Grade; promoted	6
Grace Quigley	131 Broadway	7	3	39	Sept. 11, 1913	Guilford	44	Slight improvement	44	3rd Grade; not promoted	5
Robert Quigley	131 Broadway	11	4	56	Sept. 11, 1913	Guilford	60¼	Much improved	62	4th Grade; not promoted	6
Herman Rosenberg	253 E. Third st.	13	4	70	Sept. 11, 1913	Guilford	74	Good condition	......	Regular classes mid-year	4
George Snider	329 E. Fifth st.	9	4	67	Oct. 10, 1913	Guilford	73	Slight improvement	73	5th Grade; promoted	6
Hobart Stall	936 Martin st.	9	4	52	Sept. 11, 1913	Morgan	53	Improved	55	5th Grade; promoted	3
Charles Stamm	413 Arch st.	8	3	60	Oct. 13, 1913	Guilford	63	Improved	65½	4th Grade; promoted	5½
Nelson Steidel	408 Main st.	8	3	64	Sept. 11, 1913	Guilford	68½	Slight improvement	70½	4th Grade; promoted	6½
Margaret Weisbender	534 Main st.	8	4	49	Sept. 11, 1913	Guilford	50	Improved	50	5th Grade; promoted	1
John White	361 E. Third st.	14	4	80	Oct. 10 1913	Guilford	85	Good condition	92½	5th Grade; promoted	12½
Ralph Coleman	537 Broadway	9	4	50	Oct. 10, 1913	Guilford	53½	Good condition	51½	5th Grade; promoted	1½
Everett Hines	1611 Kemper Lane	12	3	63	Jan. 14, 1914	Fulton	......	Improved	67	4th Grade; promoted	4
Harry Boardman	313 Sycamore st.	13	5	62	Sept. 11, 1913	Guilford	......	Improved	74	Comes for rest period only	12
Lore Renforth	*53 Main st.	10	3	68	May 25, 1914	Guilford	......	Just entered	......	Third Grade; same	.....

Average gain in weight.. 5.607 lbs.
Greatest gain in weight..Boy, 12½ lbs.; Girl, 17 lbs.

One boy gained 12 lbs.; one boy 10 lbs.; one girl 9 lbs.; one girl 8 lbs.; four boys 7 lbs.; four boys 6 lbs.; one girl 6 lbs.

FOOD

From January 1, 1914, to April 1, 1914, given at 10:30 a. m.

Two days a week, 2 cups of hot soup. Three days a week, 2 cups of hot cocoa.

Establishment of Penny Lunch Room; each child allowed two cents worth of food.

Example: During Winter—Soup (1 cup) and 1 Sandich, or Sandwich and Fruit, etc.; Warm Days—Sandwich and Ice Cream, or Sandwich and Fruit.

BRANCH HOSPITAL OPEN AIR SCHOOL

Name	Address	Entrance	September, 1913			June, 1914		Disposal of Case	Gain in Weight
			Age	Grade	Weight	Weight	Condition		
Oscar Burt	310 Baum st.	Sept. 24, 1913	11	3	65	73½	Improved	Taken to country	8½
Herbert Noble	839 W. Eighth st.	Sept. 8, 1913	12	4	64¾	73½	Improved	Promoted	8¾
Theodore Schuerch	1018 York st.	July 10, 1913	8	1	53½	54½	Improved	Promoted	1
Theresa Wilhelm	133 Elder st.	April 23, 1914	7	1	47½	54	Improved	Promoted	6½
Clifford Stowers	762 W. Fifth st.	June 2, 1913	6	1	29½	30	Slight improvement.	Promoted	½
Mason Tune	1046 Cutter st	Jan. 24, 1913	13	4	77¼	84¾	Much improved	Promoted	7½
Arthur Jones	Boys' Home	Mar. 14, 1911	14	4	70½	93½	Much improved	Promoted	23
Frank Weisbach	1326 Pendleton st.	Mar. 3, 1914	8	1	49¼	50¼	Slight improvement.	Promoted	1
Leatha Walka	938 Livingston st.	Feb. 21, 1913	12	4	85	94	Much improved	Promoted	9
Dorothy Seiffer	2211 Rice st.	April 7, 1914	11	4	58¼	61¾	Improved	Same grade	3½
Daisy Horde	Colored Girls' Home	Aug. 2, 1913	12	3	79	93½	Much improved	Promoted	14½
Anna Harper	3045 O'Brien st.	July 19, 1913	8	1	55	61½	Much improved	Promoted	7½
Elinore Renk	161 E. McMillan st.	July 11, 1913	9	1	52½	55	Slight improvement.	Promoted	2½
Minnie Burris	322 E. Seventh st.	May 18, 1913	10	1	57½	65	Much improved	Promoted	7½
Wentzel Traurig	6 Edinboro place	June 26, 1913	7	1	42¼	44¼	Improved	Promoted	2
John Bagot	1134 Gest st.	July 21, 1913	10	3	70½	76¾	Improved	Taken to country	6¼
Harold Warford	1052 Intermediate st.	April 22, 1913	9	4	56¼	62¼	Improved	Promoted	6
Virginia Fox	755 W. Fourth st.	May 4, 1913	12	4	65¼	66¾	Slight improvement.	Promoted	1½
Mary Joseph	221 E. Pearl st.	Jan. 10, 1910	12	4	70½	78¾	Improved	Promoted	8¼

Average gain in weight .... 6.644 lbs.
Greatest gain in weight .... Boy, 23 lbs.; Girl, 12½ lbs.

One pupil gained 9 lbs.; three gained 8 lbs.; three gained 7 lbs.; two gained 6 lbs.

The regulation institution meals three times daily. All the milk they wish to drink between meals.

GRADUATION EXERCISES

Hughes High School, Madisonville High School, Walnut Hills High School, Woodward High School, Music Hall, June 5, 1914.

PROGRAM OF EXERCISES.

Processional—Coronation March .... *Mendelssohn*
Chorus—Hymn of Praise.. *Mascagni*
Invocation .... Rev. John F. Herget, D. D.
Chorus—Sanctus .... *Gounod*
Incidental Solos, Laura Belle McNutt
Speaker for Woodward........................... Harry Chavkin Brook
Subject, "The Trust Problem and Its Solution"
Chorus—(*a*) You Stole My Love (Old English)...... *Walter Macfarren*
(*b*) Trumpet Blow—Music Flow...................... *Gounod*
Speaker for Hughes.............................. Philip Alfred Cohen
Subject, "Am I My Brother's Keeper?"
Chorus—Forget-Me-Not .... *Th. Giese*
Speaker for Walnut Hills....................... Mary Charlotte McDowell
Subject, "The Personal Touch"
Chorus—The Combined Glee Clubs of Hughes, Woodward and Walnut Hills:
(*a*) Wynken, Blynken and Nod............... *John W. Worth*
(*b*) The Three Fair Maids.................... *Pauline Viardot*
(Poem Adapted from the French of the Sixteenth Century)
(*c*) The Sweet o' the Year................. *Mary Turner Salter*
Speaker for Madisonville..................... Virginia Welty Clippinger
Subject, "The Significance of the American Ideal"
Chorus (*a*) The Lark at Morn........................... *Louis Gaune*
(*b*) The Song of the Triton........................ *J. L. Molloy*
Conferring of Diplomas...Randall J. Condon, Superintendent of Schools
Chorus—America.

Musical Director, Louis E. Aiken
Organist, Adolph H. Stadermann

GRADUATES.

WOODWARD HIGH SCHOOL.

Adams, Edith
Annis, Earl
Arnold, Helen Elizabeth
Arnold, Ralph William
Askren, Norma
Atkinson, Lyle
Bauer, Melber Julius
Beisse, Mary
Bernens, Caesar
Biederman, Julius
Bingel, Eleanora Jeannette
Bremer, Fred J.
Brook, Harry Chavkin
Brotton, Ethel Mildred
Brown, William Charles
Brueggemann, Irma
Chipman, Ada May
Chumard, George
Clancey, William Power
Crutchfield, James Tevis
Culbertson, Charlene
Culbertson, West

Decker, Estelle Jeanette
Deal, Forrest
Dell, Edward Henry
Dell, Hilda Margaret
Dickerson, Ella Amanda
Dittus, Herbert Roland
Doering, Helena Meta
Doran, Irene
Doran, Marie
Drake, Donald Charles
Druck, Clifford
Eberle, Amelia
Eckstein, Arthur
Ehlers, Mildred Louise
Erman, Beatrice Helen
Essel, Alice
Essel, Florence
Fairchild, Esther Louise
Finch, Lillian Belle
Fisher, Harry
Fisher, Marion
Fleck, Abe
Fluke, Richard Alexander
Franke, George W.
Friedman, Samuel David
Gambs, Pearl Henrietta
Ganzert, Hazel
Geis, Fred Louis, Jr.
Glazier, William L., Jr.
Grady, Thomas
Haas, Albert Larry
Haehnle, Walter F.
Haffner, Helen Elizabeth
Hahn, Loretta Marie
Hannah, Hewitt Blair
Harper, Mabel Edna
Harrison, Charlotte
Heins, Clara Irene
Herrlinger, Leonard
Heist, Mildred
High, Marian Gladys
Hilberg, Stella Kathryn
Hoffman, Fred Doll
Hohman, Louis Mathias
Hoke, Vivian
Holmes, Norma Bebee
Hopkins, Rosemary
Huber, Edwin
Hughes, Thomas Charles
Hummel, Helen Catherine
Jackson, Metta
Jantz, Marcella Louise
Joest, William Cohrs
Johnston, Esther Mary
Jones, Harry
Juergens, Oscar Samuel
Kallies, Louise Amelia
Kamman, Walter Frank
Katz, Henry Albert
Keating, Cornelius Joseph
Keck, Karl Glenn
Keiser, Ohmer Harry
Koch, Jacob Paul
Krumme, Anna Elizabeth
Krumpe, Alma
Kuhn, Josepha Frances
Kuyper, Adrian Peiter
Lagemann, Charles R. F.
Lair, Marguerite May
Lang, Hazel Margaret
Landen, Minnie
Levine, Sarah
Levitch, Jennie Hazel
Levy, Sarah Florence
Littell, Mabel Delora
Litwin, Jacob
Lockwood, Kenneth
Loehmann, Charles
Loughman, Naoma Louise
Lueders, Anna
McFarlan, James Powell
McFarland, James Clark
McKie, Stanley Gerhardt
McKibben, Nina
McKinzie, Helen Catherine
McLaughlin, Helen
McNaughton, Marjorie Edith
McNutt, Laura Belle
Maham, Dallas J.
Mathews, Mary Louise
Mayer, Alice
Meier, Anna Louise
Meyer, Helen
Minnes, Julia
Mitchell, John Archibald
Mitchell, Rosabelle Grau
Mittendorf, Edna Anna
Moch, James Lowman
Mossmyer, Alene Christine
Mueller, Harry Louis
Mueller, John Henry
Murphy, Kathryn May
Myers, Howard Vernon
Nathan, Sarah Mildred
Neher, Margaret Mildred
Nevin, Ethel Mozelle
Newton, Earl Kenton
Niedhamer, Howard
Oetzel, Edith Grace
O'Meara, Marguerite
Ortner, Sylvia C.
Oscherwitz, Isador William
Parry, Elizabeth June
Pernice, John Calmer

Pherson, Gertrude
Pierman, Alma Florine
Porter, Elizabeth Laree
Pottenger, Meade Campbell
Quitman, Goldie
Quitter, Frank Augustus
Raber, Edward
Rahn, Elsie
Ramsey, Alta Fern
Rardon, Ethel Viola
Ray, Victor
Rehm, Sylvia C.
Richards, Dorsey Smith
Rohde, Clifford Karwald
Rollwage, Oliver Charles
Romaine, Miriam
Roosa, John Persival
Rosenberg, Henry Irving
Rubel, Isador
Schaefer, Hilda Marie
Schroder, Frederick Frank
Schwartz, Charles
Schwindt, Emma Elizabeth
Seewald, Fred John
Selzer, Ruth Elsie
Shokler, Harry
Siever, Eunice Muriel
Simpson, May
Singer, Myer
Slutsky, Dora
Snyder, Lewis Cryer
Stafford, Leopold Dudley
Stagge, Alice
Stanley, Eugene Burr
Steelman, Lloyd
Steffens, Mary Elizabeth
Stegemeyer, Emilie Louise
Stephen, Anna Estelle
Stricker, Elsie Josephine
Swanson, Wyolene
Taylor, Edward George
Tebow, Lee Robert
Tennenbaum, Harry
Thon, Maurice Arthur
Thornton, Gerald
Tippenhauer, Cora May
Tischler, Anton Wurlitzer
Tosso, Hazel Marie
Tower, Miriam Beatrice
Trapp, Antoinette Marie
Turner, Edwin Louis
Underhill, Grace Elizabeth
Vigransky, Gertrude
Vogelsang, George Edward
Volz, Myrtle Doris
Von Felde, Jessica
Walkenhorst, Nettie A.
Walsh, M. Sherman
Warnecke, Ida Martha
Warnking, Doretta Anna
Weitkamp, Helen
Wellman, Eva Marie
White, Olive
Widmeyer, Doris Alice
Wiessler, John Elmer
Willenbrink, Joseph Justin
Willey, Mary
Winn, Merrill Bradley
Wisbey, George Thomas
Wise, Fred H. C.
Woellner, Adeline
Wolff, Helen
Young, Zelmarie Swing
Zehler, Irene Edna

HUGHES HIGH SCHOOL.

Adams, Appellona Josephine
Adams, William Casper
Ade, Gertrude Louise
Ahlers, Clifford Frederick
Ambrose, Marguerite Florence
Avril, George Anton
Badgley, Arthur
Balch, DeWitt Woodford
Barron, Jeannette
Baum, Helen Louise
Becht, Helen Miller
Bechtold, Clarence Francis
Becker, Fred
Berkowitz, Henry Joseph
Bernet, Armin Henry
Berting, Ruth Anna
Beyersdorfer, Thea Matty
Biltz, Ada
Blum, Katherine Clara
Boalt, Edward Armstrong
Bockhorst, Lillian Rose
Bogen, Emil
Boone, Wallace William
Braham, Jeannette Carolyn
Brinkmann, Hildegarde
Brosnan, Kathleen Mary
Brown, Dorothy W.
Brueckner, Helene Emma
Brunhoff, Alma
Butterfield, Phila VanWormer
Caine, Edward Julian
Caldwell, Robert Ross
Cash, Gertrude Marie
Church, John Franklin

Clemens, Gertrude Ella
Climer, Alice Marie
Cohen, Charles Chauncey
Cohen, Philip Alfred
Cook, Blanche Marie
Copelan, Wm. Robert
Crawford, Elizabeth Dymond
Crothers, Russell Preston
Culter, Dorothy Nimmo
Cutler, Willard Gilbert
Davis, Mary Frances
Deutsch, Eberhard Paul
Dietz, John Fred
Doerner, Robert Henry
Dornette, Esther Ruth Naoma
Dorst, Alice Caroline
Doster, Genevieve Eddy
Duttenhofer, Clifford George
Duwelius, Alfred William
Edmonston, Joseph Ricketts
Embshoff, George Frederick
Faber, Helen
Farnsworth, Evelyn Lenore
Feldman, Jesse Hugo
Finke, Harry John
Fischer, Hildegard Martha
Fisher, Cherrington Lee
Flanagan, Grace Irene
Flatau, Fannye E.
Flinn, George Jackson
Frank, Stanley Jay
Friedman, Florence
Fries, Ruth Mary
Fromhold, Henry John
Gang, Oliver Frederick
Geisler, Julius Carl Herman
Geisler, Margaretha Julia
Gerdes, Lillian
Goettsch, Elvira
Graeser, Carl Louis
Grah, Anna Helene
Green, Phebe Levina
Grote, Sylvester Anthony
Guentert, Irma
Guggenheim, Jack Albert
Gunther, Bertha Estelle
Gustetter, Margaret Emma
Haeringer, Elmer Joseph
Haeussler, Russell William
Hanser, Clifford Benjamin
Harris, Lucile
Harris, Samuel Joy
Harte, Norma Edna
Hasemeier, Margaret Anna
Haupt, Edwin John
Hauser, Edwin Stephan
Hayes, Lenore Ray
Haynes, Eleanor Duncan
Heinrichsdorf, Robert
Heinsheimer, Anna Claire
Helmers, Ruth Virginia
Hendricks, Elliott Miley
Henle, Grace
Henneke, Ethel
Herbst, Irvin
Herman, Carl Nathan
Hermann, Harold N.
Hettel, Marguerite Katherine
Hexter, Betty Miriam
Hoberg, Ethel Katherine
Holdt, Helen Marie
Hollmeyer, Walter Louis
Hoschman, Florence Mildred
Howell, Clarence Stanley
Hutchens, Bertha Florence
Imsande, Esther Dorothy
Isaacs, Elcanon
Jenz, Charles Frederick
Johnson, Doris A.
Johnston, Frederick Gaefe
Jones, Robert Ralston
Joyce, Hazel Beatrice
Kasekamp, Marie Teresa
Kassel, Sadye
Kaufmann, William George
Kautz, James Lee
Keinker, Carl Henry
Keller, Fred John
Kiefer, Daniel Danziger, Jr.
King, Myrtle M.
Kirschner, Charles Frank
Klausmeyer, Wm. Julius, Jr.
Klein, May Eleanor
Kling, Arthur Somerfield
Knab, Esther Louise
Knoch, Elsa Marie
Knopf, Ruth Alma
Knowlton, Chas. Osmond
Koch, Stuart Jay
Koehler, Christopher Liebel
Koenig, George Jacob
Koenig, William Habekotte
Kraemer, Ruby Christine
Kuck, Carver Abbott
Langmeier, Elizabeth Marie
LePere, Elmer Frank
Lepper, Cecile Irene
Lewis, John Stanton
Linck, Viola Helen
Littlepage, Lewis
Luchs, Alvin Schaufarber
MacLeod, Bessie Collville
Maier, Harry Joseph
Manning, Bessie

Markland, Helen Mary
Mayer, Albert James
Mayer, Robert Livingstone
Meiss, Bertrand Lawrence
Meister, Norma Florence
Menge, Marcella
Merten, Harold Adams
Mestemacher, Marie Katherine
Metzger, Erna Johannah
Meyer, Myron Meyer
Millar, Vivien
Minda, Albert Greenberg
Moores, Minnie
Morgan, William James
Muller, Milton Frank
Nagel, Henry Edward
Neuffer, Arnold
Oyler, Scott Selves
Pachoud, Lawrence Earl
Pappenheimer, Paul A.
Pendleton, William Lamar
Petersen, Rose Margaret
Pfaff, Frieda Louise
Pfeiffer, Lulu Elizabeth
Phillips, Margaret Esther
Pichel, James Faulkner B.
Pogue, Patterson
Pogue, Province Law
Radloff, Erwin George
Radtke, Arthur William
Reed, Myra Octavia
Riggs, Stanley G.
Roberts, Hazel Kathryn
Robinson, Barbara
Rogatsky, Carl Herman
Rosenthal, Margaret Sara
Ruckstuhl, Amelia Catherine
Sammet, Helen Jane
Sanders, Ira Eugene
Sandman, Charlotte Margaret
Schauer, Ozni Edwin
Schenk, Margaret Frances
Scheper, Anthony Joseph
Schmidt, Helene Ida
Schmidt, Henry Edward
Schmitt, Jeannette Rose
Schneider, Frank Louis
Schoenecker, Jos. Martin
Schultz, Marcella Barbara
Selby, Hazel Swinburne
Shayer, Theresa
Sherman, John Bruce
Simon, Meta Laura
Soal, Henry
Sobolewski, Hilda
Sohn, Henry
Spritz, Stanley Rauch
Stamm, Irma Corinne
Stewart, David Charles
Stickler, Ruth
Stone, Alice Marie
Straub, Roger Charles Walter
Struble, Mary Jordan
Sturwold, Marie Antoinette
Sudbrink, Ella Sophia
Swepston, Clyde Dewey
Taylor, Albert Raymond
Taylor, Leona Elizabeth
Thomas, Charles Louis, Jr.
Tietig, Doris Margaret
Tietsche, Paul William
Tischbein, Harry James
Todd, Ethel Louise
Toms, Homer Shockley
Topie, Ernest Warren
Trisler, George Elliott
Vath, Elmer William
Von Schlichten, Paul August Carl
Von Seggern, Helen Eleanor
Wachendorf, Raymond Frank
Wachendorf, Robert Henry
Waldman, Gertrude Amelia
Walker, John Greig, Jr.
Waltz, Mabel Ellen
Wartcki, Mark Abraham
Weber, Mary Josephine
Wehinger, Joseph Albert
Weiland, Fred Faval
Weinberger, Leo
Weinstein, Fanny Faye
Welsh, Nellie Claire
Wendisch, Elmer Paul
Wertz, Bessie
Westerhelweg, Arthur Edward
Whitaker, Henry Dowley
Wilfert, Laura Emma
Wilkerson, Walter Theodore
Wolf, Nathan
Wolfstein, George William
Wulff, Doris
Zachman, Dorothy Anna
Zorn, Elizabeth Rosina

WALNUT HILLS HIGH SCHOOL.

Andridge, Gertrude Melius
Aultman, Ruth Peabody
Barton, David Edward
Berger, Joseph S.
Berman, Nannette
Blackburn, Charles Pillsbury
Boneau, Marie Odille
Brown, Davie Edwin

Buehl, Sarah Wheaton
Cahill, Lawrence B., Jr.
Cohn, David S.
Cohn, Joseph Ralph
Cordell, Cora Mildred
Costello, Walter Williams
Crane, Curtis McClelland
Creemer, Dorothy Anne
Cryer, Pearl Margaret
Dale, John Therrien
Dohrmann, Louise
Elsinger, Madge
Evans, Clarence Herbert
Evans, Thomas Harold
Gaither, Alfred, Jr.
Gromme, Edward J.
Gross, Louise Katherine
Guckenberger, Edwin August
Habekotte, George F.
Harding, Florence Mary
Herancourt, Helen Marguerite
Hook, Sara
Hudson, Evangeline
Jaffe, Lester Auer
Kahle, Helen
Kinker, Elmer
Krueck, Edward
Lawless, Howard Thomas
Lee, Mary Virginia
McDowell, Mary Charlotte
McGregor, Mary Minerva
Mitchell, Carl Piatt
Moore, Nellie F.
O'Callaghan, Bessie
Oesterlein, Anna Josephine
Oesterlein, Pauline
Osborn, Arthur Cloud, Jr.
Outcalt, Dudley Miller
Phillips, Genevieve
Poll, Dorothy
Priebe, Cedric J.
Pugh, Cora Wesley
Railsbach, Ruth Elizabeth
Remelin, Eugenia Lea
Riggs, Harold Sidney
Roberts, Bradley
Roth, Julian R.
Saurer, Esther Marian
Schlotman, Henrietta J.
Seifried, Adeline Mansfield
Seifried, Grace Mansfield
Slater, Dwight Warren
Stall, Bernard George
Statler, DeCamp
Steidle, Walter M.
Strickland, David Light
Stueve, Ruth H.
Sweney, Lowry Houston
Tarry, Louise
Thornbury, Ruth
Vogeler, Elsa
West, Belle Huldah
Williams, Elizabeth Leslie
Williams, John Earl
Winkler, Myra Alexis Terentia

MADISONVILLE HIGH SCHOOL.

Atchley, Leo
Bowen, Helen
Bradford, Ruth E.
Burman, Walter W.
Burns, Frieda M.
Carpenter, Alice M.
Clason, Evelyn M.
Clippinger, Virginia W.
Haas, Arthur C.
Hartman, Carl H.
Horman, Wesley L.
Horton, Willis B.
Howard, Edith M. W.
Hunt, Helen M.
Jernegan, Iva W.
Knight, Mary S.
LaMay, Sarah M.
Lodwick, Clara N.
Lodwick, Edna M.
Loeb, George H.
Lush, Robert A.
Miller, Ida R.
Moorehouse, Dorothy
O'Brien, Anna M.
Patton, Philip E.
Pierret, Gladys R.
Potrum, Lovie B.
Potter, George F., Jr.
Pyne, Jessie G.
Ritchie, Elizabeth M.
Rodocker, Mamie E.
Shanabrook, Iva M.
Smith, Clara A.
Sorin, Ralph W.
Stevens, Walter E.
Straub, Edna C.
Todd, Mary M.
Welch, Marie C.
Yates, Mabel M.

HARTWELL HIGH SCHOOL.

Hartwell Presbyterian Church, June 3, 1914.

PROGRAM.

March—Organ .... *Flagler*
Prof. Walter Aiken.
Chorus—"The Day Is Declining"........................ *D'Arcy Jaxone*
High School.
Prayer.. Rev. J. D. Herron
Chorus—"Gypsy Life"................................... *Jerome Hill*
High School.
Address—"Education, Old and New"..........................
....Dr. Chas. E. Schenk, Supt. Cincinnati District M. E. Church
Solo—Violin and Organ.. *Massenet*
Prof. Gustav Clemens and Prof. Aiken.
Presentation of Diplomas......................... Dr. Randall J. Condon
(Superintendent Cincinnati Schools.)
Chorus—"The Two Grenadiers"................................ *Schumann*
Benediction.
Musical Director—Gustav Clemens.

GRADUATES.

William Fleming Burbank
Leona Beatrice Cook
Emma Jane Elmiger
Lloyd Arthur Jones
Beatrice Claire Noonan
Elsie Mae Northway
Robert Guyle F. Sarvis
Mark Leonard Sloniker
Marjorie Leonard Snodgrass
Helen Louise Staaf

PLEASANT RIDGE HIGH SCHOOL,

School Auditorium, June 2, 1914.

PROGRAM.

March .... Orchestra
Invocation... Rev. D. Ira Lambert
Chorus—"O Lord, Most Merciful"............................ *Concone*
Salutatory—"The Influence of the Teacher"......... Olga Anna Sinning
"The Panama Canal"...................................... Bernard Cordes
Chorus—"The Song of the Triton"......................... *J. L. Molloy*
"How Uncle Sam Welcomes the Immigrant"...... Geneva Jane Wallace
"Curiosities in the Music World".............. Anna Margaret Marshall
Music .... Orchestra
"Resolved That Our Present System of School Athletics Should Be Revised."

Affirmative:	Negative:
William Harold Kelley	William Robert Gould
William Bryan Taulman	Erwin Columbus Kelly

Chorus (*a*) "The Lark at Morn"................................ Helmund
(*b*) "At Evening" .... *Gaune*
"Home and Its Queen"....................... Minnie Hazel Dearwester
"Character Building"........................ Lillian Harriet Westerman

Music .... Orchestra
Class Prophecy—"An Aeroplane Trip .... Miriam Laura Smith
Valedictory—"Woman's Work In Alleviating Suffering" .... Mary Gertrude Weeks
Chorus—"Forget Me Not" .... *Giese*
Presentation of Diplomas .... Judge August H. Bode
(President of the Union Board of High Schools.)
Music .... Orchestra
Benediction .... Rev. F. Hohmann

Music furnished by Woodward High School Orchestra.

GRADUATES.

Bernard Cordes
William Robert Gould
Erwin Columbus Kelly
William Harold Kelley
William Bryan Taulman
Geneva Jane Wallace
Minnie Hazel Dearwester
Anna Margaret Marshall
Miriam Laura Smith
Olga Anna Sinning
Mary Gertrude Weeks
Lillian Harriet Westerman

NIGHT HIGH SCHOOLS,

EAST. WASHINGTON. WEST.

MUSIC HALL, JUNE 4, 1914.

PROGRAM.

1. Processional March .... Mr. Frederick J. Hoffman, Organist
Entrance of Graduates.
2. Chorus—"Forget Me Not" .... *Giese*
Night High School Chorus.
3. Invocation .... Rev. R. E. Elmore
4. Essay—"Home Efficiency" .... Norma Catherine Weiss, Washington School
5. Piano Solo—(*a*) "La Fileuse" .... *Joachim Raff*
(*b*) "Gavotte" (E Major) .... *Dreyschok*
Sylvia Naish, West School.
6. Oration—"The Restriction of Immigration" .... Edward Lemker, West School
7. Chorus—"Gleam, Gleam, O'er Silv'ry Stream" .... *De Faye*
8. Essay—"Sunbeams" .... Helen S. Roesener, East School
9. Vocal Solo—(*a*) "Spring Song" .... *Rubinstein*
(*b*) "Clang of the Forge" .... *Bonheur*
10. Essay—"Modern Education" .... Alma Rolf, West School
11. Class Song—"Aspiration" .... Blanche Fell, East School
12. Oration—"The Monroe Doctrine" .... Leo R. Baehr, East School
13. Chorus Solo—"Anchored" .... *Watson*
Henry Grad, East School.
14. Oration—"The Commission Form of Government" .... Walter Eugene Moesta, Washington School
15. Conferring of Diplomas .... Superintendent Randall J. Condon
16. "America" .... Chorus and Audience

Presiding Officer—Mr. Albert D. Shockley, Vice-President Board of Education.

Musical Conductor—Mr. Walter H. Aiken.

Pianist—Miss Frieda Winter.

GRADUATES.

EAST SCHOOL.

Academic.

Aull, Charles, Jr.
Backus, Elmer W.
Baehr, Leo R.
Bechtold, Albert J.
Beimesche, Joseph A.
Berberich, Edna K.
Blersch, Roy E.
Boegli, Charles
Bruewer, Harry W.
Buck, Arthur H.
Chaney, Arthur
Cohen, Fannie
Daniels, Damon
Diederich, Albert E.
Driehaus, Leo A.
Eberle, Violet
Ellig, F. Clifford
Erdhaus, Loretta J.
Faulhaber, Anthony F.
Fell, Blanche Margaret
Finlay, Mildred B.
Franks, Raymond A.
Friedlein, Harry E.
Gehlker, C. Edwin
Gerding, Raymond C.
Gertzman, Fred
Grad, Henry
Graebe, Herman Charles
Graf, Richard F.
Grischy, Elmer W.
Handley, Daniel C., Jr.
Hasenohr, Theo. C., Jr.
Haslinger, William C.
Heitbrink, J. Henry
Hennecke, Lambert
Holdt, Percy C
Holocher, William
Holzworth, Edna P.
Holzworth, Ruth L.
Hooke, Ralph
Huber, Joseph
Hueber, Mary Magdalene
Huether, Walter W.
Ingram, Caswell
Ingram, Ernest H. G.
Jantsch, Emma
Joerling, B. Frank
Jones, William J.
Kautz, Margaret E.
Keeshan, Joseph I.
Keidel, Clarence E.
Kendrick, George
Klaphake, Carolyn V.
Kleopfer, George W.
Kline, Carl R.
Knecht, Edwin J.
Kollmann, Marie E.
Kremm, Walter C.
Lampe, Charles R.
Lande, Frank
Le Feber, Alfred
Lewis, May
Linciman, Fred
Lyons, Russel
MacMillan, Ralph
Mall, John, Jr.
Marcus, Dena
McAllister, Evelyn Marg
McCormick, Glenn Edw.
McDonough, Katherine
Moellering, Gertrude
Moffet, Hugo
Moore, Lida A
Mueller, Clifford William
Odgers, Alma
Ossege, Helen B.
Overbeck, Walter H.
Peary, Bertrum
Quackenbush, Albert L.
Racke, Estella
Reisner, Arthur G.
Reusch, Louis, Jr.
Ritter, Charles L.
Roesener, Helen S.
Roth, Freddy
Sadler, Gladys A.
Saeman, Edna
Salm, Irwin
Santen, John Bernhard
Saxe, Joseph
Schaeffer, Harry F.
Scherer, Jos. A.
Schiff, Max
Schlueter, Louis F.
Schuessler, Oscar
Schwarz, Albert F.
Shields, Edmund Chas.
Shirey, Thomas N.
Smith, Oliver F.
Speckman. Norene C.
Spinney, Leo Joseph
Steinberg, Maurice
Stirling, Lily J.
Stuckenberg, H. Malcolm
Sullivan, John J.
Telscher, Rosalia M.

Toepfer, Henry
Treiman, Edward
Trichler, Frank H.
Von der Halben, Frieda
Weatherby, Juanita A.
Wernersbach, Wm. J.
Williams, Jerome G.
Wilson, Francis E.
Wilson, J. Burnet
Woeste, Jos. H.
Wolf, William F.
Wolfram, Wilhelm H.
Wolsdorf, Henry A.
Wrobleski, Edw. J.
Yaegers, Charles
Zuch, Frank

Bookkeeping.

Ade, George
Ammon, Flora H.
Aug, Louise
Baechle, Helen J.
Barnes, Agnes C.
Barrett, Thomas H.
Beyer, Edward A.
Bockhorst, Carl J.
Brocksmith, Ella B.
Buchheit, Estella M.
Busch, William C.
Carley, Thomas J.
Caudill, Hattie
Connelly, Robert F.
Cordes, Arthur
Corell, Richard N.
Dinger, Frieda
Epperhart, Ruth
Foltz, Marie A.
Frede, Frank
Frietsch, Frank X.
Gambs, Hermann Dewey
Gambs, James J.
Goodlander, Leroy T.
Hagemann, Wm. A., Jr.
Hewston, R. J.
Hildebrandt, Irwin H.
Hockett, Estella M.
Hull, Arthur J.
Hull, William B.
Joyce, John A.
Karpe, Gervaise G.
Klanke, Norma C.
Klein, Margaret
Krekeler, Bernard H.
Krekeler, H. B.
Kuyper, Ella
Kuyper, Jerry
Lacker, Charles Francis
Lang, Frederick W.
Langenbein, Laura
McKinsey, Oliver P.
Malloy, Selina G.
Manthey, John E.
Meister, George M.
Miller, Gertrude C.
Miller, Harrison L.
Moore, Rae Maude
Mueller, Ada
Mueller, Irene
Mullaney, Edward James
Nigman, Earl T.
Obermeyer, Margaret J.
Racke, Albert A.
Rammbr, Marie
Rasche, Edward H.
Reed, Evelyn A.
Reed, Marshall J.
Rehg, Pearl B.
Reid, James W.
Risch, Irene M.
Rusche, Joseph
Ruths, Esther C.
Schilling, Robert George
Schott, William
Schroot, Edward H.
Stephenson, Margaret
Stesch, Evelyn Irene
Unger, Irvin
VanCleef, Joseph Loeb
Velton, Florence K.
Verwold, Tellena
Weber, Edward A.
Weier, Erna C.
Wernke, Edwin H.
Wimmers, Hilda M.

Stenography.

Aichholz, William J.
Ashworth, Agnes M.
Ashworth, Irene C.
Batsche, Irene M.
Bader, Mary
Black, Marguerite
Baltzer, Benjamin
Baumring, Samuel
Bettner, Alice E. M.
Beyer, Arthur J.
Brinkman, Mabel
Boegli, Emma

Boller, Irmina M.
Brossart, Marguerite
Brown, Margaret E.
Buchmann, May M.
Buening, Rudolph
Buether, Alvin H.
Buether, Robert T.
Burns, Marguerite
Cahill, Alwine R.
Candler, Amelia
Clements, Hilda
Cordes, Edward H.
Creed, Helen
Deutsch, Elsie Celestine
Eveslage, George P.
Feinauer, May
Fell, Estelle M.
Flugel, Elsie
Flynn, Hazel F.
Graham, Irene M.
Haas, Anna Arabella
Haefner, Margaret
Hammerle, Irene
Hambo, Laura F.
Hauser, Helen R.
Helmig, Arnolda
Herrmann, Marguerite
Hill, Patsie Worth
Himmelmann, Loretta A.
Hoebel, Robert
Hoermann, Ella D.
Huber, Ida T. R.
Katz, Selta
Kloenne, Marie
Klohs, Catherine C.
Laux, Emma
Longstreet, Anne
Love, Helen T.
Lovejoy, Thomas J.
Maess, Henry
Martin, Carl G.
McClorey, Genevieve
Minor, Adele M.
Morgan, Gertrude E.
Mummert, Gertrude E.
Nagel, Emma L.
Nielson, Simon C.
Oliver, Emma E.
Otting, Elsie I.
Ownley, Timothy S., Jr.
Paul, Nora
Pels, Ruth C.
Peters, Bertha D.
Pitrosky, Frieda
Poll, Gerard H.
Pollak, Blanche
Riesenberg, Jos.
Robert, Frances
Roch, Florence I.
Rohll, Susan
Ruscamp, Della E.
Ruthman, Rose
Salter, Rose
Sands, Charles Jas.
Sedgewick, Florence
Schenk, Frieda
Schwartz, Samuel W.
Schmoll, Rosa A.
Schonefeld, Charles W.
Schroat, H. B.
Schroder, Antoinetta
Siemer, Sylvester
Smith, Elmer
Sohm, Amelia
Spritz, Sidney D.
Steckenreiter, Wm. F.
Stoll, F.
Stoll, Lillian
Striker, Willard E.
Tatgenhorst, Esther
Tatgenhorst, Charlotte
Tobin, Cecille
Vanderhorst, Lauretta
Voight, Helen E.
Walker, Dora
Wheeler, Katherine M.
Wilkins, Ida May
Winkler, Anna
Wintzinger, Georgiana E.
Wright, Gladys E. I.
Zahneis, Clifford
Zeller, Frank L.
Ziegler, Norma A.

WASHINGTON SCHOOL.

ACADEMIC.

Alexander, Lucille Ethel
Anthony, John Edward
Bauman, Ervin Walter
Falls, Pearl Ellen
Hattendorf, Otto M.
Herbe, Bernard August
Meyer, Loe Bernard
Moesta, Walter Eugene
Pott, Elmer Charles
Pott, Ralph Edward
Schneithorst, Esther L.
Stockmeier, Ernest Wm.
Weiss, Norma Catherine
Wetterer, Marguerite L.

Bookkeeping.

Albers, Henry Aloysius
Currus, Carl Joseph
Gosmeyer, Grace J.
Kaiser, Harry Theodore
Kluener, Edward Joseph
Kluener, Laurence August
Miller, Selma
Roth, Raymond Jacob
Schlemmer, Helen Anna
Willsey, Harry Frank
Wernke, Theodore
Wolke, Ruth Elizabeth

Stenography.

Flisikowski, Elsie G.
Gosmeyer, Ellen Marie
Graf, Marie Catherine
Pelling, Della Irene
Petersman, Henry
Roddy, Florence Mary
Schlegel, Alma Catherine
Schmedes, Grace Marie

WEST SCHOOL.

Academic.

Brandhorst, Margaret
Carl, Louis
Clement, Fanny
DeArmond, Lulu
Fiscus, B. F.
Flannery, Richard
Geis, Marguerite
Gerber, Ralph
Grad, Rose
Gruener, Alma
Kramer, Harry
Lemker, Edward D.
Mark, Saul
Miller, Dora
Naish, Sylvia
Nicholson, Susan
Niemeyer, Albert
Platt, Verna
Rolf, Alma
White, Robert

Bookkeeping.

Barbour, Marguerite
Bauer, Irene
Birkigt, Elsie
Fitzpatrick, Julia
Graff, Gertrude
Hayes, Beryl
Hood, Clemmie
Leffler, Edna
McDonough, Mabel
Malone, Idaleen
Maschmeyer, Elizabeth
Strouse, Ada E.
Weddendorf, Elsie
Backus, Walter
Hamberg, Fred
Hirschberger, Walter
Howard, James
Kruse, Walter
Levi, Perin
Mappes, William C.
Mark, Julius
Schirmer, Frank
Schopmeyer, Alphonse
Simon, Ed. J.
White, Russell
Willenborg, Frank

Stenography.

Aufderheide, Loretta
Bernitt, Marie
Blair, Lena
Blatt, Ruth
Braley, Anna E.
Drury, Rose
Daganer, Edna L.
Harris, Belle
Hayes, Flossie
Heymes, Anna
Junius, Jennie
Lokeitz, Rose
Marquis, Mildred
Miller, Marie E.
Mueller, Anna
Naberhaus, Adel
Saunders, Helen M.
Von Bargen, Corinne
White, Katherine
Bachman, Evelyn
Friedman, Sam D.
Jungclas, Edwin D.
Kuhn, Albert A.
Kuhn, Walter J.
Perry, Joseph J.
Volk, Charles T.
Welch, Elmer
White, Harry J.
Wiederecht, Erwin C.
Wise, Benjamin G.

PUPILS ENTITLED TO "DAY BEQUEST" TICKETS

JUNE, 1914

Elementary Schools

Twenty-third District	Herbert Silbersack
Twenty-fifth District	Catherine H. Lange
Thirtieth District	Luella Zink
Avondale	Adrienne Assur
Bond Hill	Gordon Holder
Carthage	Donald McCammon
Central Fairmount	Ernetta Heilmann
Chase	Isabelle Cook
Clifton	Helen Guhman
College Hill	Lawrence Murphy
Columbian	Harry Altaver
Cummins	Katherine Handel
Douglass	Louise Penn
Dyer	Rachel Bernstein
Evanston	William Swartz
Garfield	Martha Albrecht
Guilford	Julian Shaw
Harrison	Alma Wilson
Hartwell	Joseph Kuntz
Highlands	Lois Guild
Hoffman	Virginia Conner
Hyde Park	Robert Burt
Kennedy	Dorothy Baumes
Kirby Road	Catherine Heis
Lincoln	Imogene Wager
Linwood	Helen L. Garrison
McKinley	Bessie Legner
Mann	Lillian Braun
Mt. Washington	Mary Briggs
Morgan	Ruth Lowndes
Mt. Adams	Carlton Brown
Mt. Auburn	Wilhelmine Rehm
North Fairmount	Herman Schuster
Oakley	Stephen Wetzel
Oyler	Harvey Teakel
Peaslee	Edwin Wesselmann
Raschig	Clifford Brandt
Riverside	Wesley Outcalt

Sands	Christ Loeb
Sayler Park	Mildred Barrett
Warsaw	Blanche Marie Dressing
Washburn	Meyer Esterkin
Washington	Hazel Rowe
Westwood	Gladys Martin
Whittier	Hazel Koppenhoefer
Windsor	Willa Gholson
Winton Place	Elizabeth Bayston
Pleasant Ridge	Gertrude E. Dawson
Madisonville	Ruth Clippinger

HIGH SCHOOLS

Hartwell	Helen Stickney
Hughes High:	
A Grade	Nelson Brooks, James Flaherty, Sylvia Lazarus, Earl Widau
B Grade	Helen R. Brown, Fanny Des Jardines, Jack Merten
C Grade	Elizabeth Ritchey, Marjorie Stewart, Lucile Van Slyck
Madisonville High:	
C Grade	Mildred Irwin
D Grade	Verla Dugan
Pleasant Ridge	Ruth E. Grant
Walnut Hills High	Stewart S. Cooper, Elaine De Beck, Eleanor Axline
B Grade	Helen Hartman, Marcella Leen, Vada Rousch
C Grade	Elizabeth Gates, Louis Johnen, Nat Nathan
D Grade	Bessie Eversull, Herman Breenberg, Hilda Filmore

NECROLOGY OF PUPILS

Name	Age	School
Apke, Edward	13 years	Guilford
Arbogast, Clarence	8 “	Sherman
Back, Arthur	8 “	Oakley
Barnett, Clifford	12 “	Douglass
Bente, William	16 “	Hughes
Brown, Donald H.	6 “	College Hill
Brown, J. Ella	15 “	Avondale
Buede, Clara	12 “	North Fairmount
Buede, Geneva	12 “	Central Fairmount
Buscher, Bernard	12 “	Washington
Carr, James	8 “	Evanston
Clemens, Horace	12 “	Guilford
Coburn, Licile G.	7 “	Mt. Auburn
Cook, Daniel	10 “	Twelfth District
Courtney, Powell	9 “	Chase
David, John	12 “	Raschig
Delebar, Philip	16 “	Westwood
Denzler, Sylvester	7 “	Washington
Dietmer, Rosalie	11 “	Sands
Easter, Harry	8 “	Twelfth District
Erke, Clifford	15 “	Garfield
Ernst, George	14 “	Central Fairmount
Fahrenkamp, Edna	6 “	Sands
Feltham, Dorothy	12 “	College Hill
Fortunato, George	12 “	Central Fairmount
French, Stanley	6 “	Madisonville
Friason, Thomas	17 “	Douglass
Fugannani, Flora	12 “	Whittier
Graessle, Edith	9 “	Chase
Grau, Lester	7 “	Central Fairmount
Grothaus, Harry	12 “	Bloom
Gruber, Lester	16 “	Woodward
Hall, Cora Thelma	8 “	Raschig
Hall, Gertrude	8 “	Bloom
Henry, Florence	10 “	Harrison
Henzel, Eleanor	7 “	Mann
Hoeflinger, Chester	7 “	Sixth District
Huelsman, Francis	10 “	Sixth District
Hunter, Rollin B.	7 “	Cummins
Irby, Edward	9 “	Douglass
Jones, Amy	11 “	Dyer
Jones, Edward	10 “	Evanston
Jovitz, Jacob	15 “	Blind
Kaiser, Charles	6 “	Central Fairmount
Kautz, Helen	13 “	Peaslee
Kuster, Elva	13 “	Central Fairmount
Lambing, Joseph	10 “	Bloom
Leuvelink, Bertha	9 “	Twenty-third District
Lewis, Alma	6 “	Sands
Lohmann, Clara	12 “	Bond Hill

McCombs, Cecil	14	years	Twenty-fifth District
Moore, Robert	7	"	Twelfth District
Morgan, Russell	10	"	Jackson
Norris, Walter	8	"	Washington
Oster, Martin	9	"	Central Fairmount
Ostrov, Bertha	14	"	Dyer
Pummill, Gladys	6	"	Hartwell
Quitter, Loretta	14	"	Highlands
Ramsey, Augusta	10	"	Jackson
Ripley, Howard	8	"	Twenty-eighth District
Robison, Leona	12	"	Guilford
Rosenstock, Max	13	"	Dyer
Schweitzer, Alberta	5	"	Central Fairmount
Shockey, Robert	7	"	Madisonville
Spalter, Ida	14	"	Washburn
Sroufe, Beatrice M.	13	"	Sands
Stewart, Earle	6	"	Twentieth District
Stone, Harry	10	"	Highlands
Stuhmiller, John	6	"	Sixth District
Stricker, Frances	14	"	Avondale
Summerfield, Virgil	7	"	Raschig
Tueting, Edna	15	"	Garfield
Vanhalinger, Angeline	8	"	Windsor
Ware, William	13	"	Dyer
Weisbrodt, Robert	8	"	Washington
Westrup, Ethel	6	"	Mt. Auburn
White, Mildred	12	"	Lincoln
Wilson, Nellie	15	"	Chase
Zimmer, Pius	15	"	Woodward

TABLES OF STATISTICS

KEY TO THE NAME OF SCHOOLS

Former Name	*Present Name*
Second District	Guilford
Third District	Morgan
Fourth District	Fulton
Seventh District	Jackson
Eighth District	Sherman
Tenth District	Raschig
Eleventh District	Washburn
Thirteenth District	Webster
Fourteenth District	Sands
Sixteenth District	Mt. Auburn
Seventeenth District	Highlands
Eighteenth District	Washington
Nineteenth District	Hoffman
Twenty-first District	Oyler
Twenty-fourth District	McKinley
Twenty-sixth District	Chase
Twenty-seventh District	Bloom
Twenty-ninth District	Harrison
First Intermediate	Dyer
Third Intermediate	Peaslee

TABLE I.

ENUMERATION OF YOUTH BETWEEN THE AGES OF 6 AND 21 YEARS, MAY, 1914

WARDS	Youth Between 6 and 21 Years		Total	Youth Between 6 and 8 Years		Youth Between 8 and 14 Years		Youth Between 14 and 16 Years		Youth Between 16 and 21 Years		SCHOOL ATTENDED BY YOUTH								Total Number of Youth		Defective
												Public School		Church School		Private School		No School				
	M.	F.		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	White	Col'd	
First	1,655	1,754	3,409	273	283	733	795	210	292	439	384	989	1,116	274	249	18	31	374	358	3,344	65	......
Second	2,160	2,100	4,260	388	434	964	408	261	278	547	480	1,281	1,307	389	336	75	85	415	372	4,126	134	4
Third	2,085	2,147	4,232	347	362	788	771	209	218	741	796	1,136	1,080	347	363	93	132	509	572	4,002	230	......
Fourth	1,139	1,215	2,354	161	216	510	528	152	163	316	308	674	788	185	163	56	76	224	188	1,871	483	3
Fifth	1,541	1,463	3,004	244	227	592	597	180	133	525	506	343	305	567	575	12	3	619	580	2,911	93	3
Sixth	920	731	1,651	200	216	342	324	143	113	235	78	315	304	231	191	52	66	322	170	1,459	192	2
Seventh	1,274	1,291	2,565	245	303	427	472	133	104	469	412	546	558	131	159	2	8	595	566	2,495	70	3
Eighth	900	930	1,830	129	130	404	401	102	100	265	299	469	425	145	194	10	13	276	298	1,793	37	8
Ninth	1,520	1,489	3,009	202	176	568	588	214	200	536	525	790	750	227	230	79	102	424	407	2,976	33	1
Tenth	1,594	1,458	3,052	241	226	654	628	165	160	534	444	722	680	424	310	4	4	444	464	3,019	33	3
Eleventh	1,917	1,836	3,753	303	273	765	753	186	211	663	599	866	815	318	333	14	12	719	676	3,747	6	6
Twelfth	1,281	1,306	2,587	212	256	506	486	171	176	392	394	770	715	182	211	41	43	288	337	2,580	7	4
Thirteenth	1,409	1,490	2,899	241	283	548	547	170	145	450	515	898	875	80	103	129	157	302	355	2,804	95	22
Fourteenth	1,500	1,313	2,813	257	254	643	562	216	177	384	320	581	574	430	298	22	21	467	420	2,783	36	6
Fifteenth	1,439	1,327	2,766	353	293	565	561	137	118	384	355	808	765	160	142	22	27	449	393	2,606	160	......
Sixteenth	1,592	1,555	3,147	382	406	667	655	203	211	340	283	917	853	313	357	15	28	347	317	2,569	578	7
Seventeenth	1,627	1,662	3,289	245	248	698	717	200	194	484	503	611	577	416	428	10	81	590	576	3,110	179	15
Eighteenth	536	507	1,043	101	101	212	230	65	58	158	118	306	310	52	46	11	8	167	143	806	237	4
Nineteenth	1,682	1,572	3,254	241	269	740	703	197	169	504	431	784	690	356	355	17	27	525	500	3,218	36	......
Twentieth	2,818	2,786	5,604	750	714	964	981	319	312	785	779	700	677	995	855	87	286	1,036	968	5,591	13	8
Twenty-first	2,104	1,831	3,935	580	563	632	623	192	179	700	466	831	744	456	487	13	22	804	578	3,888	47	......
Twenty-secon	1,217	1,153	2,370	233	213	572	517	131	152	281	271	651	564	225	244	37	39	304	306	2,304	66	1
Twenty-third	2,089	1,979	4,068	353	321	809	785	290	265	637	608	883	881	426	415	192	137	588	546	3,945	123	15
Twenty-fourth	2,569	2,507	5,076	391	529	965	939	448	359	765	680	1,015	927	555	558	61	91	938	931	5,002	74	4
Twenty-fifth	1,333	1,295	2,628	163	187	531	486	152	185	487	437	804	724	138	164	33	62	358	345	2,578	50	2
Twenty-sixth	1,245	1,204	2,449	255	201	482	489	158	155	350	359	772	725	147	133	33	80	293	306	2,371	78	......
Total	41,146	39,901	81,047	7,490	7,684	16,281	16,046	5,004	4,821	12,371	11,350	19,462	18,729	8,169	7,899	1,138	1,601	12,377	11,672	77,898	3,149	121

TABLE II

NUMBER OF TEACHERS EMPLOYED, NOT COUNTING SUBSTITUTES.

Schools	Number of Different Teachers			Number of Teachers Employed the Entire Year			Number of Teachers Teaching Their First Year			Number of Teachers Necessary to Supply Schoo		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Tot
Elementary Schools												
First District	2	24	26	2	22	24	......	1	1	2	23	2
Second District	4	25	29	4	23	27	......	2	2	4	25	2
Twelfth District	2½	20	22½	3½	18	20½	......	1	1	2½	18	2
Twentieth District	3½	16	19½	3½	16	19½	......	......	......	3½	16	1
Twenty-third District	3	20	23	3	20	23	......	1	1	3	20	2
Twenty-fifth District	2	14	16	2	14	16	......	2	2	2	14	1
Twenty-eighth District	2½	16	18½	2½	16	18½	......	......	......	2½	16	1
Thirtieth District	3½	17	20½	3½	17	20½	......	......	......	3½	17	2
Avondale	4	19	23	2	17	19	......	2	2	3	19	2
Bloom	4	18	22	4	14	18	......	3	3	4	16	2
Bond Hill	2	6	8	1	6	7	......	1	1	1	6	
Carthage	1	13	14	1	13	14	......	1	1	1	13	1
Central Fairmount	3	10	13	3	9	12	......	1	1	3	10	1
Chase	3	16	19	3	16	19	......	......	......	3	17	2
Clifton	1	15	16	1	14	15	......	......	......	1	14	1
College Hill	3	11	14	3	9	12	......	......	......	3	10	1
Columbian	2	16	18	2	16	18	......	......	......	2	16	1
Cummins	3	15	18	3	14	17	......	1	1	3	15	
Douglass	7	21	28	6	21	27	1	1	2	7	21	2
Dyer	8	38	46	5	29	34	......	......	......	6	35	4
Evanston	3	11	14	1	11	12	......	......	......	2	11	1
Fulton	2	10	12	......	8	8	......	2	2	1	9	1
Garfield	3	17	20	3	17	20	......	......	......	3	17	2
Guilford	5	20	25	3	17	20	1	1	2	3	17	2
Harrison	2	9	11	2	9	11	......	......	......	2	9	1
Hartwell	1	9	10	1	7	8	......	......	......	1	8	
Highlands	2	11	13	2	8	10	......	......	......	2	10	1
Hoffmann	3	18	21	3	18	21	......	......	......	3	18	2
Hyde Park	2	21	23	2	21	23	......	......	......	2	21	2
Jackson	1½	22	23½	1½	20	21½	......	4	4	1½	20	2
Kennedy	1	5	16	1	5	6	......	1	1	1	5	
Kirby Road	3	20	23	3	19	22	......	1	1	3	19	2
Lincoln	2	16	18	2	16	18	......	......	......	2	16	1
Linwood	1	10	11	1	10	11	......	......	......	1	10	1
Madisonville	5	26	31	5	26	31	......	1	1	5	26	3
Mann	2	12	14	2	12	14	......	......	......	2	12	1
Morgan	3	18	21	3	18	21	......	1	1	3	18	2
McKinley	3	16	19	3	15	18	......	......	......	3	15	1
Mt. Auburn	3	20	23	3	19	22	......	1	1	3	20	2
North Fairmount	2½	9	11½	2½	9	11½	......	......	......	2½	9	1
Oakley	1	13	14	1	13	14	......	......	......	1	13	1
Oyler	3	18	21	3	15	18	......	3	3	3	16	1
Peaslee	3	13	16	3	13	16	......	......	......	3	13	1
Pleasant Ridge	1	9	10	1	9	10	......	......	......	1	9	1
Raschig	5	18	23	1	17	19	......	1	1	3	18	2
Refuge	1	3	4	1	3	4	......	......	......	1	3	
Riverside	2	11	13	2	10	12	......	1	1	2	11	1
Sands	7½	34	41½	6½	27	33½	1	6	7	7½	34	4
Sayler Park	4	7	11	4	6	10	......	......	......	4	6	1
Sherman	2	22	24	2	21	23	......	2	2	2	22	2
Vine	1½	13	14½	1½	13	14½	......	......	......	1½	13	1
Warsaw	3	12	15	1	7	8	......	1	1	2	8	1
Washburn	3	32	35	3	28	31	......	1	1	3	28	3
Washington	7	28	35	1	26	27	......	......	......	4	27	3
Webster	2	20	22	2	17	19	......	1	1	2	19	2
Westwood	5	22	27	2	15	17	1	1	2	4	19	2
Whittier	3	19	22	2	17	19	......	......	......	2	17	1
Windsor	1	18	19	1	18	19	......	......	......	1	18	1
Winton Place	2	11	13	2	11	13	......	......	......	2	12	1
Total	171	973	1144	142	895	1037	4	46	50	155	937	10

TABLE II—Continued.

Schools	Number of Different Teachers			Number of Teachers Employed the Entire Year			Number of Teachers Teaching Their First Year			Number of Teachers Necessary to Supply Schools		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
cial Schools												
ontinuation:												
Apprentice	3	......	3	3	......	3	......	......	......	3	......	3
Compulsory	25	50	75	25	50	75	......	......	......	25	50	75
lind	1	2	3	......	2	2	1	......	1	1	2	3
oys' Special	4	1	5	4	1	5	......	......	......	4	1	5
efective:												
Guilford	......	1	1	......	1	1	......	......	......	......	1	1
Special No. 3	......	8	8	......	8	8	......	1	1	......	8	8
pen Air:												
Dyer	......	1	1	......	1	1	......	......	......	......	1	1
Guilford	......	1	1	......	1	1	......	......	......	......	1	1
Warsaw	......	1	1	......	1	1	......	......	......	......	1	1
pportunity (Dyer)	2	8	10	2	8	10	......	......	......	2	8	10
ral	......	6	6	......	6	6	......	......	......	......	7	7
Total	35	79	114	34	79	113	1	1	2	35	80	115
cial Departments												
omestic Science	......	23	23	......	18	18	......	2	2	......	21	21
rawing	1	11	12	1	10	11	......	1	1	1	11	12
erman (Supervisor)	1	......	1	1	......	1	......	......	......	1	......	1
indergarten (Supervisor)	......	1	1	......	1	1	......	......	......	......	1	1
anual Training	21	1	22	19	......	19	3	......	3	21	1	22
usic	9	3	12	8	3	11	......	1	1	8	3	11
enmanship	1	6	7	1	6	7	......	1	1	1	6	7
hysical Training	16	4	20	4	4	18	3	2	5	14	4	18
Total	49	49	98	44	42	86	6	7	13	46	47	93
h Schools												
artwell	3	2	5	3	2	5	......	......	......	3	2	5
ughes	38	41	79	36	40	76	......	......	......	36	41	77
adisonville	6	6	12	6	6	12	......	......	......	6	6	12
leasant Ridge	3	2	5	3	2	5	......	......	......	3	2	5
alnut Hills	10	12	22	10	12	22	......	......	......	10	12	22
oodward	36	32	68	36	32	68	......	......	......	36	32	68
Total	96	95	191	94	94	188	......	......	......	94	95	189
lege for Teachers	3	1	4	3	1	4	......	......	......	3	1	4
mmary (Day Schools):												
Elementary Schools	171	973	1144	142	895	1037	4	46	50	155	937	1092
Special Schools	35	79	114	34	79	113	1	1	2	35	80	115
Special Departments	49	49	98	44	42	86	6	7	13	46	47	93
High Schools	96	95	191	94	94	188	......	......	......	94	95	189
College for Teachers	3	1	4	3	1	4	......	......	......	3	1	4
Total	354	1197	1551	317	1111	1428	11	54	65	333	1160	1493
ght Schools (Elementary & High)	99	103	202	73	75	148	......	......	......	83	83	166
Grand Total	453	1300	1753	390	1186	1576	11	54	65	416	1243	1659

TABLE III

NUMBER OF HIGH SCHOOL TEACHERS BY SCHOOLS AND COURSES.

	Hartwell	Hughes	Madisonville	Pleasant Ridge	Walnut Hills	Woodward	Total
Academic	4	48	10	4	18	43	127
Manual Training		6				8	14
Domestic Science		5			2	7	14
Commercial		6				5	11
Art		3			1	2	6
Music		2					2
Gymnasium		4			1	4	9
Library		1				1	2
Secretary		1			1	1	3
Principal	1	1	1	1	1	1	6
Total	5	77	11	5	24	72	194*

* In service September, 1914, including principals of Hartwell, Madisonville and Pleasant Ridge.

At Hartwell, Madisonville and Pleasant Ridge the Manual Training, Domestic Science, Art, Music and Physical Training are taught by teachers who divide their time between the Elementary and High School grades; at Woodward and Walnut Hills the Music is taught by teachers who are not assigned to these schools for full time.

TABLE IV

NUMBER OF PUPILS ENROLLED, WITHDRAWN, REMAINING.

Schools	Number of Pupils Enrolled			Number of Pupils Withdrawn			Number of Pupils Remaining			No. Previously Enrolled in Other Districts in the State Within the Year		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
nentary Schools												
rst District	588	602	1,190	105	116	221	483	486	969	10	5	15
xth District	675	707	1,382	135	148	283	540	559	1,099	9	2	11
welfth District	543	488	1,031	159	142	301	384	346	730	14	13	27
wentieth District	466	430	896	76	96	172	390	334	724	4	4	8
venty-third District	446	447	893	62	59	121	384	388	772	6	5	10
venty-fifth District	330	279	609	61	39	100	269	240	509	4	5	9
venty-eighth District	409	376	785	65	57	122	344	319	663	......	3	3
irtieth District	456	417	873	40	56	96	416	361	777	1	4	5
vondale	456	462	918	43	38	81	413	424	837	5	5	10
oom	427	392	819	87	80	167	340	312	652	4	5	9
nd Hill	115	127	242	20	22	42	95	105	200	9	6	15
rthage	275	255	530	62	47	109	213	208	421	2	6	8
ntral Fairmount	276	247	523	44	36	80	232	211	443	......	......	......
ase	374	364	738	57	60	117	317	304	621	1	6	7
ifton	295	294	589	30	55	85	265	239	504	3	2	5
llege Hill	255	245	500	37	29	66	218	216	434	3	4	7
lumbian	372	328	700	57	52	109	315	276	591	2	5	7
mmins	318	391	709	66	70	136	252	321	573	3	2	5
uglass	408	467	875	74	95	169	334	372	706	5	3	8
yer	411	457	868	85	82	167	326	375	701	4	2	6
vanston	267	249	516	20	27	47	247	222	469	1	4	5
lton	208	190	398	69	52	121	139	138	277	1	1	2
rfield	374	379	753	69	64	133	305	315	620	5	2	7
uilford	502	400	902	159	128	287	343	272	615	3	6	9
arrison	203	192	395	32	35	67	171	157	328	2	2	4
artwell	231	196	427	39	39	78	192	157	349	6	11	17
ighlands	228	232	460	55	59	114	173	173	346	5	7	12
offmann	398	373	771	56	43	99	342	330	672	2	3	5
yde Park	492	508	1,000	89	99	188	403	409	812	1	3	4
ckson	603	592	1,195	219	186	405	384	406	790	9	13	22
ennedy	108	114	222	20	18	38	88	96	184	4	4	8
irby Road	422	418	840	58	70	128	364	348	712	5	5	10
ncoln	307	365	672	56	62	118	251	303	554	......	......	......
nwood	185	212	397	32	23	55	153	189	342	2	4	6
adisonville	544	556	1,100	66	55	121	478	501	979	17	10	27
ann	216	242	458	33	48	81	183	194	377	1	3	4
organ	475	415	890	111	87	198	364	328	692	9	5	14
cKinley	338	355	693	49	38	87	289	317	606	8	7	15
t. Auburn	478	448	926	90	82	172	388	366	754	6	10	16
orth Fairmount	225	244	469	42	32	74	183	212	395	......	......	......
akley	285	259	544	41	37	78	244	222	466	9	5	14
yler	393	412	805	106	112	218	287	300	587	5	2	7
easlee	291	314	605	55	46	101	236	268	504	......	......	......
leasant Ridge	199	217	416	23	19	42	176	198	374	7	6	13
aschig	601	562	1,163	182	199	381	419	363	782	16	12	28
efuge	188	66	254	96	17	113	92	49	141	1	1	2
verside	288	229	517	50	29	79	238	200	438	3	1	4
nds	652	671	1,323	129	118	247	523	553	1,076	5	......	5
yler Park	161	178	339	28	27	55	133	151	254	1	3	4
erman	633	633	1,266	169	152	321	464	481	945	14	8	22
ne	297	244	541	44	30	74	253	214	467	1	1	2
arsaw	212	187	399	21	13	34	191	174	365	4	4	8
ashburn	774	776	1,550	136	113	249	638	663	1,301	10	10	20
ashington	613	599	1,212	100	96	196	513	503	1,016	4	7	11
ebster	491	469	960	87	78	165	404	391	795	8	8	16
estwood	448	407	855	53	56	109	395	351	746	3	3	6
hittier	376	407	783	62	55	117	314	352	666	7	4	11
indsor	381	368	749	67	78	145	314	290	604	10	8	18
inton Place	240	246	386	18	12	30	222	234	456	5	3	8
Total	22,222	21,699	43,921	4,196	3,913	8,109	18,026	17,786	35,812	288	273	561

TABLE IV—Continued.

Schools	Number of Pupils Enrolled			Number of Pupils Withdrawn			Number of Pupils Remaining			No. Previousl Enrolled in Other Distric in the State Within the Yea		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Tot
Special Schools												
Continuation:												
Apprentice	161	......	161	18	......	18	143	......	143	......	......	....
Compulsory:												
Sixth District	18	11	29	10	9	19	8	2	10	......	......	....
Twenty-fifth District	62	71	133	37	38	75	25	33	58	......	......	....
Guilford	301	140	441	164	93	257	137	47	184	......	......	....
Kirby Road	24	22	46	12	9	21	12	13	25	......	......	....
Oyler	43	18	61	28	13	41	15	5	20	......	......	....
Sands	93	102	195	50	51	101	43	51	94	......	......	....
Washington	65	103	168	30	36	66	35	67	102	......	......	....
Woodward	259	323	582	126	138	264	133	185	318	......	......	....
Total	1,026	790	1,816	475	387	862	551	403	954	......	......	....
Blind	11	9	20	4	......	4	7	9	16	......	......	....
Boys' Special	147	......	147	44	......	44	103	......	103	2	......	
Defective:												
Guilford	19	7	26	6	2	8	13	5	18	......	......	....
Special No. 3	78	45	123	7	8	15	71	37	108	1	1	
Open Air:												
Dyer	18	17	35	8	3	11	10	14	24	......	......	....
Guilford	21	12	33	5	5	10	16	7	23	......	......	....
Warsaw	13	13	26	5	4	9	8	9	17	......	......	....
Oral	18	18	36	2	2	4	16	16	32	......	......	....
Opportunity (Dyer)	106	97	203	23	24	47	83	73	156	......	......	....
Total	431	218	649	104	48	152	327	170	497	3	1	
Summary (Special Schools):												
Continuation	1,026	790	1,816	475	387	862	551	403	954	......	......	....
Blind, etc.	431	218	649	104	48	152	327	170	497	3	1	
Total	1,457	1,008	2,465	579	435	1,014	878	573	1,451	3	1	
High Schools												
Hartwell	31	51	82	5	5	10	26	46	72	......	......	....
Hughes	936	916	1,852	137	146	283	799	770	1,569	4	......	
Madisonville	91	128	219	8	8	16	83	120	203	1	2	
Pleasant Ridge	36	73	109	9	9	18	27	64	91	......	1	
Walnut Hills	186	319	505	35	56	91	151	263	414	......	......	....
Woodward	798	851	1,649	133	159	292	665	692	1,357	2	......	
Total	2,078	2,338	4,416	327	383	710	1,751	1,955	3,706	7	3	1
Summary (Day Schools):												
Elementary Schools	22,222	21,699	43,921	4,196	3,913	8,109	18,026	17,786	35,812	288	273	56
Special Schools	1,457	1,008	2,465	579	435	1,014	878	573	1,451	3	1	
High Schools	2,078	2,338	4,416	327	383	710	1,751	1,955	3,706	7	3	1
Total	25,757	25,045	50,802	5,102	4,731	9,833	20,655	20,314	40,969	298	277	57
Night Schools												
Elementary:												
Twenty-second District	202	263	465	70	109	179	132	154	286	......	......	....
Douglass	168	307	475	70	128	198	98	179	277	......	......	....
Dyer	298	632	930	125	279	404	173	353	526	......	......	....
Old Hughes	217	454	671	88	226	314	129	228	357	......	......	....
Peaslee	289	86	375	94	19	113	195	67	262	......	......	....
Sherman	508	188	696	360	112	472	148	76	224	......	......	....
Washington	66	453	519	12	144	156	54	309	363	......	......	....
Total	1,748	2,383	4,131	819	1,017	1,836	929	1,366	2,295	......	......	....

TABLE IV—Continued.

Schools	Number of Pupils Enrolled			Number of Pupils Withdrawn			Pupils Number of Remaining			No. Previously Enrolled in Other Districts in the State Within the Year		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
High:												
East	1,738	2,257	3,995	774	749	1,523	964	1,508	2,472	......	......	......
Washington	109	72	181	42	19	61	67	53	120	......	......	......
West	317	236	553	142	84	226	175	152	327	......	......	......
Total	2,164	2,565	4,729	958	852	1,810	1,206	1,713	2,919	......	......	......
Summary (Night Schools):												
Elementary	1,748	2,383	4,131	819	1,017	1,836	929	1,366	2,295	......	......	......
High	2,164	2,565	4,729	958	852	1,810	1,206	1,713	2,919	......	......	......
Total	3,912	4,948	8,860	1,777	1,869	3,646	2,135	3,079	5,214	......	......	......
Grand Total:												
Day	25,757	25,045	50,802	5,102	4,731	9,833	20,655	20,314	40,969	298	277	575
Night	3,912	4,948	8,860	1,777	1,869	3,646	2,135	3,079	5,214	......	......	......
Day and Night	29,669	29,993	59,662	6,879	6,600	13,479	22,790	23,393	46,183	298	277	575

TABLE V

AVERAGE NUMBER OF PUPILS BELONGING, AVERAGE DAILY ABSENCE, AND AVERAGE DAILY ATTENDANCE.

Schools	Average Number Belonging			Average Daily Absence			Average Daily Attendance		
	M.	F.	Total	M.	F.	Total	M.	F.	Total
Elementary Schools									
First District	490	481	971	19	16	35	471	465	936
Sixth District	535	557	1,092	20	24	44	515	533	1,048
Twelfth District	382	354	736	23	25	48	359	329	688
Twentieth District	391	333	724	14	14	28	377	319	696
Twenty-third District	400	388	788	9	10	19	391	378	769
Twenty-fifth District	283	240	523	9	8	17	274	232	506
Twenty-eighth District	345	321	666	4	9	13	341	312	653
Thirtieth District	414	361	775	6	7	13	408	354	762
Avondale	404	409	813	13	16	29	391	393	784
Bloom	345	319	664	10	12	22	335	307	642
Bond Hill	90	102	192	1	4	5	89	98	187
Carthage	231	210	441	12	13	25	219	197	416
Central Fairmount	234	205	439	13	17	30	221	188	409
Chase	318	308	626	13	9	22	305	299	604
Clifton	252	238	490	7	7	14	245	231	476
College Hill	220	210	430	4	3	7	216	207	423
Columbian	316	273	589	13	13	26	303	260	563
Cummins	254	315	569	10	13	23	244	302	546
Douglass	318	361	679	24	29	53	294	332	626
Dyer	347	386	733	7	19	26	340	367	707
Evanston	246	224	470	8	8	16	238	216	454
Fulton	148	145	293	7	6	13	141	139	280
Garfield	319	323	642	16	17	33	303	306	609
Guilford	355	270	625	13	11	24	342	259	601
Harrison	175	160	335	4	4	8	171	156	327
Hartwell	187	160	347	4	5	9	183	155	338
Highlands	179	179	358	12	18	30	167	161	328
Hoffmann	337	324	661	4	9	13	333	315	648
Hyde Park	413	418	831	6	9	15	407	409	816
Jackson	417	407	824	24	18	42	393	389	782
Kennedy	87	98	185	4	5	9	83	93	176
Kirby Road	362	345	707	12	13	25	350	332	682
Lincoln	257	323	580	10	35	45	247	288	535
Linwood	156	187	343	7	9	16	149	178	327
Madisonville	445	470	915	18	19	37	427	451	878
Mann	189	205	394	7	10	17	182	195	377
Morgan	362	338	700	17	19	36	345	319	664
McKinley	298	299	597	3	9	12	295	290	585
Mt. Auburn	400	375	775	12	15	27	388	360	748
North Fairmount	190	213	403	3	4	7	187	209	396
Oakley	244	220	464	12	16	28	232	204	436
Oyler	297	313	610	9	11	20	288	302	590
Peaslee	246	275	521	5	9	14	241	266	507
Pleasant Ridge	177	190	367	7	9	16	170	181	351
Raschig	418	387	805	19	22	41	399	365	764
Refuge	102	53	155	3	1	4	99	52	151
Riverside	240	205	445	14	9	23	226	196	422
Sands	555	562	1,117	25	31	56	530	531	1,061
Sayler Park	132	156	288	3	6	9	129	150	279
Sherman	468	487	955	15	18	33	453	469	922
Vine	252	212	464	1	2	3	251	210	461
Warsaw	184	158	342	6	6	12	178	152	330
Washburn	630	646	1,276	33	33	66	597	613	1,210
Washington	529	511	1,040	18	22	40	511	489	1,000
Webster	410	390	800	12	14	26	398	376	774
Westwood	405	360	765	15	17	32	390	343	733
Whittier	321	347	668	12	14	26	309	333	642
Windsor	309	294	603	16	15	31	293	279	572
Winton Place	219	226	445	12	12	24	207	214	421
Total	18,229	17,826	36,055	659	778	1,437	17,570	17,048	34,618

TABLE V—Continued.

Schools	Average Number Belonging			Average Daily Absence			Average Daily Attendance		
	M.	F.	Total	M.	F.	Total	M.	F.	Total
pecial Schools									
Continuation:									
Apprentice	142	....	142	2	....	2	140	....	140
Compulsory:									
Sixth District	14	12	26	4	5	9	10	7	17
Twenty-fifth District	30	39	69	4	2	6	26	37	63
Guilford	149	59	208	3	1	4	146	58	204
Kirby Road	12	13	25	1	3	4	11	10	21
Oyler	26	8	34	1	....	1	25	8	33
Sands	61	71	132	12	9	21	49	62	111
Washington	44	70	114	10	10	20	34	60	94
Woodward	159	233	392	15	16	31	144	217	361
Total	637	505	1,142	52	46	98	585	459	1,044
Blind	9	7	16	1	....	1	8	7	15
Boys' Special	70	....	70	3	....	3	67	....	67
Defective:									
Guilford	14	4	18	....	....	....	14	4	18
Special No. 3	66	34	100	3	3	6	63	31	94
Open Air:									
Dyer	11	13	24	1	1	2	10	12	22
Guilford	16	8	24	....	....	....	16	8	24
Warsaw	10	8	18	....	....	....	10	8	18
Oral	14	16	30	....	1	1	14	15	29
Opportunity (Dyer)	81	80	161	3	3	6	78	77	155
Total	291	170	461	11	8	19	280	162	442
Summary (Special Schools):									
Continuation	637	505	1,142	52	46	98	585	459	1,044
Blind, etc.	291	170	461	11	8	19	280	162	442
Total	928	675	1,603	63	54	117	865	621	1,486
igh Schools									
Hartwell	28	47	75	....	1	1	28	46	74
Hughes	856	835	1,691	21	29	50	835	806	1,641
Madisonville	85	122	207	1	4	5	84	118	202
Pleasant Ridge	32	66	98	....	2	2	32	64	96
Walnut Hills	167	283	450	5	9	14	162	274	436
Woodward	720	753	1,473	23	36	59	697	717	1,414
Total	1,888	2,106	3,994	50	81	131	1,838	2,025	3,863
Summary (Day Schools):									
Elementary Schools	18,229	17,826	36,055	659	778	1,437	17,570	17,048	34,618
Special Schools	928	675	1,603	63	54	117	865	621	1,486
High Schools	1,888	2,106	3,994	50	81	131	1,838	2,025	3,863
Total	21,045	20,607	41,652	772	913	1,685	20,273	19,694	39,967

TABLE VI

NUMBER OF PUPILS ENROLLED, NUMBER REMAINING, AND AVERAGE DAILY ATTENDANCE BY GRADES.

Regular Day Schools Only.

Schools	Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade			Total		
	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance	Number Enrolled	Number Remaining	Av. Daily Attendance
Elementary Schools																														
1st District	70	46	41	237	179	172	184	152	145	197	165	160	201	174	169	200	165	163	101	88	86	....	....	....	....	....	....	1,190	969	936
6th District	173	133	108	286	225	209	242	185	182	218	181	179	197	158	148	160	132	139	106	85	83	....	....	....	....	....	....	1,382	1,099	1,048
12th District	80	45	39	283	200	180	200	141	132	162	110	110	169	121	114	137	113	113	....	....	....	....	....	....	....	....	....	1,031	730	688
20th District	87	65	57	178	137	130	134	114	115	137	115	111	140	111	110	118	94	88	61	54	51	41	34	34	....	....	....	896	724	696
23rd District	66	46	45	119	101	98	117	105	100	110	93	96	118	108	107	93	84	82	82	74	76	81	68	70	104	93	95	893	772	769
25th District	52	31	37	111	89	87	84	74	70	89	77	76	76	68	65	68	60	60	51	44	44	36	31	32	42	35	35	609	509	506
28th District	76	67	60	175	135	138	105	94	92	131	111	110	126	107	107	82	75	72	90	74	74	....	....	....	....	....	....	785	663	653
30th District	....	....	....	145	124	119	112	95	92	96	89	85	107	97	94	117	108	105	108	97	98	100	86	88	88	81	81	873	777	762
Avondale	58	50	44	136	121	112	110	101	89	111	100	92	99	93	86	101	92	89	111	103	98	87	80	80	105	97	94	918	837	784
Bloom	68	39	45	185	139	139	156	136	128	138	122	116	111	88	84	101	79	81	60	49	49	....	....	....	....	....	....	819	652	642
Bond Hill	....	....	....	40	31	26	29	25	23	44	38	33	38	30	30	22	16	16	34	30	31	23	19	17	12	11	11	242	200	187
Carthage	46	28	32	91	73	64	61	53	49	67	54	53	72	56	59	65	55	53	51	43	44	41	32	32	36	27	30	530	421	416
Central Fairmount	42	31	27	88	69	63	73	62	58	73	65	55	49	42	40	65	61	57	49	46	42	49	35	36	35	32	31	523	443	409
Chase	68	52	45	106	89	87	99	85	81	101	83	82	90	79	75	87	73	71	83	74	76	53	46	46	51	40	41	738	621	604
Clifton	42	29	23	83	67	61	84	72	66	63	55	51	90	86	79	70	63	60	52	41	43	58	51	51	47	40	42	589	504	476
College Hill	36	27	21	74	64	62	73	65	62	60	56	54	64	60	56	60	48	50	51	44	43	46	38	41	36	32	34	500	434	423
Columbian	58	39	44	96	80	71	94	75	70	94	78	75	90	81	75	87	77	73	74	70	66	58	46	45	49	45	44	700	591	563
Cummins	65	45	37	95	63	61	98	77	73	96	76	76	65	53	52	88	72	73	72	67	61	68	61	57	62	59	56	709	573	546
Douglass	117	70	59	137	112	103	99	85	77	117	108	90	108	95	84	100	80	73	95	75	69	61	50	43	41	31	28	875	706	626
Dyer	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	385	311	305	305	235	248	178	155	154	868	701	707
Evanston	38	37	32	78	68	66	61	54	53	60	53	51	56	53	49	63	58	57	48	42	43	53	50	48	59	54	55	516	469	454
Fulton	38	19	17	92	68	65	66	49	46	58	42	45	54	36	41	50	33	35	27	20	20	13	10	11	....	....	....	398	277	280
Garfield	48	38	37	142	109	108	100	75	76	103	88	86	93	77	72	97	79	76	76	70	68	63	54	58	31	30	28	753	620	609
Guilford	72	34	36	158	90	91	130	99	89	133	97	88	71	45	45	117	79	81	94	67	68	80	64	64	47	40	39	902	615	601
Harrison	38	24	22	66	51	45	55	50	46	50	41	46	54	45	46	50	44	45	30	27	27	25	22	25	27	24	25	395	328	327
Hartwell	....	....	....	74	53	51	62	50	47	56	42	42	53	46	43	48	44	40	52	45	43	39	32	34	43	37	38	427	349	338

Highlands	49	24	17	63	45	42	48	36	34	54	48	49	66	54	52	62	51	49	58	45	43	32	22	21	28	21	21	460	346	328
Hoffmann	58	39	35	93	75	72	85	70	65	84	67	69	82	81	74	90	78	77	95	88	86	84	79	76	100	95	94	771	672	648
Hyde Park	70	31	42	156	112	111	139	114	110	133	111	111	126	103	103	95	81	80	92	85	86	108	95	94	81	80	79	1,000	812	816
Jackson	172	98	61	354	218	229	194	134	135	187	131	133	169	126	131	119	83	93	....	....	....	....	....	....	....	....	....	1,195	790	782
Kennedy	....	....	....	43	32	31	39	33	30	29	24	24	25	22	21	32	25	24	25	22	20	16	13	13	13	13	13	222	184	176
Kirby Road	67	53	45	122	99	98	102	85	83	89	79	73	82	70	68	115	100	91	103	94	89	82	75	71	78	57	64	840	712	682
Lincoln	55	51	30	91	63	67	92	74	72	89	76	72	77	72	70	90	75	76	70	53	55	64	55	57	44	35	36	672	554	535
Linwood	28	18	17	53	42	40	43	38	36	45	42	39	43	36	35	55	50	49	50	43	42	49	44	42	31	29	27	397	342	327
Madisonville	89	71	68	169	151	133	144	131	119	114	108	100	138	124	112	115	108	88	138	122	109	100	90	82	93	74	67	1,100	979	878
Mann	....	....	....	81	64	61	46	37	38	66	54	58	59	50	50	69	60	56	50	40	41	42	39	38	45	33	35	458	377	377
Morgan	76	64	44	165	119	114	123	93	93	112	84	81	113	82	85	107	88	88	89	74	72	62	50	50	43	38	37	890	692	664
McKinley	41	36	25	127	107	100	95	79	79	86	73	74	91	79	81	95	85	81	82	76	73	42	40	41	34	31	31	693	606	585
Mt. Auburn.......	62	40	42	165	122	124	113	91	93	107	92	83	129	109	108	121	110	107	95	79	78	73	55	58	61	56	55	926	754	748
North Fairmount	....	....	....	84	70	68	77	68	66	77	61	63	67	59	59	67	56	57	41	32	34	27	26	24	29	23	25	469	395	396
Oakley	....	....	....	75	65	58	69	59	52	74	62	61	67	55	52	79	73	65	79	66	64	57	51	48	44	35	36	544	466	436
Oyler	70	41	45	167	118	114	125	100	100	119	80	74	82	63	65	80	64	64	70	56	57	65	47	50	27	18	21	805	587	590
Peaslee	37	27	26	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	147	110	113	238	208	210	183	159	158	605	504	507
Pleasant Ridge...	41	26	24	58	56	50	58	51	48	47	46	41	49	44	41	42	39	37	51	48	48	38	33	32	32	31	30	416	374	351
Raschig	....	....	....	246	148	142	168	105	98	155	103	98	184	123	117	175	128	128	107	77	75	78	60	64	50	38	42	1,163	782	764
Refuge	....	....	....	9	6	7	36	28	29	44	36	37	41	32	33	29	19	20	28	9	10	36	6	8	31	5	7	254	141	151
Riverside	36	20	19	64	50	48	66	61	57	53	44	46	72	62	59	65	56	56	69	62	58	48	42	41	44	41	38	517	438	422
Sands	81	48	50	213	151	152	137	110	113	141	125	120	140	118	111	117	105	100	146	122	117	192	162	163	156	135	135	1,323	1,076	1,061
Sayler Park......	....	....	....	54	40	39	60	54	52	46	39	38	43	37	35	39	36	35	30	28	27	38	28	30	29	22	23	339	284	279
Sherman	88	67	60	357	269	259	266	208	200	228	175	177	188	119	119	139	107	107	....	....	....	....	....	....	....	....	....	1,266	945	922
Vine	60	56	50	87	74	72	66	54	58	86	72	73	92	79	77	70	63	63	80	69	68	....	....	....	....	....	....	541	467	461
Warsaw	....	....	....	71	64	54	66	60	53	53	48	42	51	48	42	50	46	44	46	43	41	31	28	25	31	28	29	399	365	330
Washburn	106	85	66	270	205	190	227	194	176	223	187	178	204	176	169	198	176	165	147	126	119	82	70	67	93	82	80	1,550	1,301	1,210
Washington	90	43	56	199	156	151	164	143	135	147	128	124	159	141	136	154	132	135	123	112	106	96	89	85	80	72	72	1,212	1,016	1,000
Webster	65	50	45	221	172	165	152	130	129	178	143	143	140	124	119	149	131	127	55	45	46	....	....	....	....	....	....	960	795	774
Westwood	54	30	30	123	103	98	109	98	97	102	94	90	105	95	92	107	97	95	99	91	93	80	70	71	76	68	67	855	746	733
Whittier	54	45	45	102	88	81	104	86	83	121	103	101	102	80	77	93	86	80	68	60	58	57	46	46	82	72	71	783	666	642
Windsor	62	49	35	123	95	90	97	79	73	80	69	66	98	76	76	96	77	75	67	56	55	64	55	53	62	48	49	749	604	572
Winton Place....	52	50	36	57	49	45	61	59	55	57	54	50	60	56	55	66	62	60	57	54	51	48	44	43	28	28	26	486	456	421
Total	3101	2157	1921	7537	5765	5513	5999	4935	4722	5790	4797	4650	5535	4604	4454	5226	4431	4324	4500	3827	3742	3412	2866	2863	2821	2430	2429	43,921	35,812	34,618

	9th Grade			10th Grade			11th Grade			12th Grade			Total		
High Schools															
Hartwell	26	24	25	23	19	20	21	18	18	12	11	11	82	72	74
Hughes	798	647	694	515	431	452	281	241	259	258	250	236	1852	1569	1641
Madisonville	92	79	81	50	47	46	38	38	36	39	39	39	219	203	202
Pleasant Ridge....	53	41	45	21	17	17	23	21	22	12	12	12	109	91	96
Walnut Hills......	197	155	168	116	87	95	108	93	95	84	79	78	505	414	436
Woodward	762	593	629	403	320	356	257	229	237	227	215	192	1649	1357	1414
Total	1928	1539	1642	1128	921	986	728	640	667	632	606	568	4416	3706	3863

TABLE VII

NUMBER OF PUPILS ADVANCED AND NUMBER NOT ADVANCED, AT CLOSE OF YEAR.

Regular Day Schools Only.

Schools	Kinder-garten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade			Seventh Grade			Eighth Grade			Total		
	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total	Number Advanced	Not Advanced	Total
Elementary Schools																														
1st District	46	....	46	156	23	179	138	14	152	144	21	165	152	22	174	153	12	165	81	7	88	....	....	....	....	....	....	870	99	969
6th District	133	....	133	183	42	225	171	14	185	150	31	181	141	17	158	120	12	132	78	7	85	....	....	....	....	....	....	976	123	1,099
12th District	41	4	45	145	55	200	131	10	141	94	16	110	117	4	121	110	3	113	....	....	....	....	....	....	....	....	....	638	92	730
20th District	63	2	67	103	34	137	97	17	114	90	25	115	94	17	111	79	15	94	48	6	54	26	8	34	....	....	....	600	124	724
23rd District	46	....	46	88	13	101	98	7	105	83	10	93	99	9	108	73	11	84	63	11	74	54	14	68	89	4	93	693	79	722
25th District	31	....	31	77	12	89	63	11	74	65	12	77	49	19	68	48	12	60	38	6	44	29	2	31	34	1	35	434	75	509
28th District	63	4	67	103	32	135	84	10	94	87	24	111	93	14	107	71	4	75	67	7	74	....	....	....	....	....	....	568	95	663
30th District	....	....	....	97	27	124	89	6	95	78	11	89	76	21	97	79	29	108	84	13	97	69	17	86	62	19	81	634	143	777
Avondale	50	....	50	109	12	121	96	5	101	96	4	100	85	8	93	81	11	92	95	8	103	73	7	80	91	6	97	776	61	837
Bloom	37	2	39	98	41	139	91	45	136	97	25	122	77	11	88	66	13	79	44	5	49	....	....	....	....	....	....	510	142	652
Bond Hill	....	....	....	25	6	31	20	5	25	28	10	38	25	5	30	13	3	16	20	10	30	15	4	19	7	4	11	153	47	200
Carthage	28	....	28	55	18	73	46	7	53	48	6	54	44	12	56	46	9	55	34	9	43	25	7	32	23	4	27	349	72	421
Central Fairmount	31	....	31	64	5	69	55	7	62	55	10	65	35	7	42	57	4	61	36	10	46	24	11	35	26	6	32	383	60	443
Chase	52	....	52	79	10	89	80	5	85	70	13	83	67	12	79	63	10	73	59	15	74	40	6	46	39	1	40	549	72	621
Clifton	29	....	29	51	16	67	60	12	72	51	4	55	70	16	86	54	9	63	35	6	41	42	9	51	36	4	40	428	76	504
College Hill	26	1	27	58	6	64	62	3	65	55	1	56	55	5	60	45	3	48	41	3	44	36	2	38	27	5	32	405	29	434
Columbian	39	....	39	61	19	80	62	13	75	69	9	78	71	10	81	63	14	77	64	6	70	43	3	46	45	....	45	517	74	591
Cummins	44	1	45	56	7	63	74	3	77	70	6	76	50	3	53	64	8	72	63	4	67	57	4	61	55	4	59	533	40	573
Douglass	51	19	70	98	14	112	80	5	85	99	9	108	79	16	95	69	11	80	64	11	75	40	10	50	29	2	31	609	97	706
Dyer	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	259	52	311	205	30	235	148	7	155	612	89	701
Evanston	36	1	37	58	10	68	52	2	54	48	5	53	51	2	53	53	5	58	40	2	42	45	5	50	46	8	54	429	40	469
Fulton	17	2	19	46	22	68	41	8	49	34	8	42	33	3	36	22	11	33	15	5	20	10	....	10	....	....	....	218	59	277
Garfield	38	....	38	80	29	109	62	13	75	81	7	88	65	12	77	67	12	79	60	10	70	50	4	54	28	2	30	531	89	620
Guilford	34	....	34	67	23	90	86	13	99	84	13	97	39	6	45	66	13	79	64	3	67	51	13	64	33	7	40	524	91	615
Harrison	24	....	24	34	17	51	40	10	50	28	13	41	29	16	45	36	8	44	26	1	27	18	4	22	24	....	24	259	69	328
Hartwell	....	....	....	39	14	53	45	5	50	40	2	42	40	6	46	39	5	44	33	12	45	31	1	32	35	2	37	302	47	349

Highlands	21	3	24	37	8	45	33	3	36	38	10	48	48	6	54	46	5	51	42	3	45	22	....	22	21	....	21	308	38	346
Hoffmann	39	....	39	62	13	75	68	2	70	63	4	67	77	4	81	72	6	78	87	1	88	78	1	79	88	7	95	634	38	672
Hyde Park	31	....	31	104	8	112	107	7	114	104	7	111	98	5	103	74	7	81	76	9	85	82	13	95	78	2	80	754	58	812
Jackson	73	25	98	144	74	218	114	20	134	102	29	131	97	29	126	73	10	83	....	....	....	....	....	....	....	....	....	603	187	790
Kennedy	....	....	....	26	6	32	28	5	33	24	....	24	21	1	22	22	3	25	22	....	22	12	1	13	13	....	13	168	16	184
Kirby Road	53	....	53	79	20	99	71	14	85	69	10	79	61	9	70	84	16	100	86	8	94	62	13	75	49	8	57	614	98	712
Lincoln	48	3	51	55	8	63	70	4	74	68	8	76	63	9	72	65	10	75	51	2	53	52	3	55	35	....	35	507	47	554
Linwood	17	1	18	37	5	42	37	1	38	40	2	42	35	1	36	42	8	50	41	2	43	41	3	44	28	1	29	318	24	342
Madisonville	71	....	71	115	36	151	110	21	131	89	19	108	104	20	124	94	14	108	97	25	122	74	16	90	67	7	74	821	158	979
Mann	....	....	....	53	11	64	37	....	37	48	6	54	47	3	50	52	8	60	33	7	40	34	5	39	33	....	33	337	40	377
Morgan	62	2	64	81	38	119	74	19	93	76	8	84	70	12	82	76	12	88	61	13	74	44	6	50	36	2	38	580	112	692
McKinley	36	....	36	90	17	107	73	6	79	68	5	73	71	8	79	80	5	85	69	7	76	37	3	40	29	2	31	553	53	606
Mt. Auburn	40	....	40	106	16	122	78	13	91	78	14	92	96	13	109	89	21	110	63	16	79	44	11	55	50	6	56	644	110	754
North Fairmount	....	....	....	52	18	70	52	16	68	47	14	61	49	10	59	45	11	56	28	4	32	26	....	26	23	....	23	322	73	395
Oakley	....	....	....	49	16	65	53	6	59	54	8	62	47	8	55	60	13	73	55	11	66	41	10	51	27	8	35	386	80	466
Oyler	41	....	41	87	31	118	83	17	100	68	12	80	57	6	63	60	4	64	47	9	56	42	5	47	14	4	18	499	88	587
Peaslee	27	....	27	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	87	23	110	184	24	208	155	4	159	453	51	504
Pleasant Ridge	26	....	26	46	10	56	47	4	51	43	3	46	40	4	44	36	3	39	46	2	48	29	4	33	28	3	31	341	33	374
Raschig	....	....	....	97	51	148	80	25	105	85	18	103	93	30	123	100	28	128	59	18	77	45	15	60	32	6	38	591	191	782
Refuge	....	....	....	6	....	6	27	1	28	29	7	36	26	6	32	17	2	19	8	1	9	6	....	6	2	3	5	121	20	141
Riverside	15	5	20	48	2	50	59	2	61	44	....	44	59	3	62	55	1	56	55	7	62	37	5	42	34	7	41	406	32	438
Sands	46	2	48	120	31	151	100	10	110	113	12	125	105	13	118	98	7	105	116	6	122	154	8	162	110	25	135	962	114	1,076
Sayler Park	....	....	....	33	7	40	42	12	54	35	4	39	28	9	37	34	2	36	24	4	28	24	4	28	14	8	22	234	50	284
Sherman	67	....	67	184	85	269	180	28	208	137	38	175	81	38	119	89	18	107	....	....	....	....	....	....	....	....	....	738	207	945
Vine	54	2	56	57	17	74	49	5	54	60	12	72	67	12	79	55	8	63	59	10	69	....	....	....	....	....	....	401	66	467
Warsaw	....	....	....	46	18	64	49	11	60	42	6	48	43	5	48	40	6	46	41	2	43	25	3	28	28	....	28	314	51	365
Washburn	83	2	85	176	29	205	176	18	194	161	26	187	162	14	176	165	11	176	123	3	126	66	4	70	77	5	82	1 189	112	1,301
Washington	43	....	43	113	43	156	121	22	143	102	26	128	115	26	141	91	41	132	91	21	112	77	12	89	67	5	72	820	196	1,016
Webster	47	3	50	118	54	172	118	12	130	113	30	143	117	7	124	120	11	131	39	6	45	....	....	....	....	....	....	672	123	795
Westwood	30	....	30	92	11	103	88	10	98	90	4	94	90	5	95	88	9	97	86	5	91	61	9	70	59	9	68	684	62	746
Whittier	44	1	45	81	7	88	77	9	86	90	13	103	69	11	80	72	14	86	54	6	60	43	3	46	60	12	72	590	76	666
Windsor	49	....	49	79	16	95	67	12	79	63	6	69	66	10	76	67	10	77	51	5	56	51	4	55	47	1	48	540	64	604
Winton Place	50	....	50	45	4	49	57	2	59	49	5	54	48	8	56	53	9	62	46	8	54	37	7	44	27	1	28	412	44	456
Total	2072	85	2157	4548	1217	5765	4348	587	4935	4136	661	4797	3986	618	4604	3851	580	4431	3354	473	3827	2513	353	2866	2208	222	2430	31,016	4,796	35,812

	9th Grade			10th Grade			11th Grade			12th Grade			Total		
High Schools															
Hartwell	19	7	26	17	2	19	17	1	18	11	....	11	64	10	74
Hughes	441	206	647	317	114	431	214	27	241	250	....	250	1222	347	1569
Madisonville	70	9	79	43	4	47	36	1	37	39	....	39	188	14	202
Pleasant Ridge	38	3	41	15	2	17	21	....	21	12	....	12	86	5	91
Walnut Hills	115	40	155	72	15	87	79	14	93	73	6	79	339	75	414
Woodward	486	107	593	273	47	320	200	29	229	213	2	215	1172	185	1357
Total	1169	372	1541	737	184	921	567	72	639	598	8	606	3071	636	3707

TABLE VIII

NUMBER OF PUPILS PURSUING THE DIFFERENT ELEMENTARY BRANCHES.

Schools	Kindergarten	Orthography	Reading	Writing	Arithmetic	Geography	Grammar	Language and Composition	U. S. History	General History	Drawing	Vocal Music	Physiology	Algebra	Grammar	Civics	Domestic Science	Manual Training
Elementary Schools																		
1st District	70	1,120	1,120	1,120	1,120	699	101	1,120	200	......	1,120	1,120	1,120	......	398	......	92	102
6th District	173	1,209	1,209	1,209	1,209	646	98	1,209	629	......	1,209	1,209	1,209	......	646	629	46	52
12th District	80	951	951	951	951	468	......	951	137	......	951	951	951	......	144	951	......	......
20th District	87	896	896	896	896	395	102	896	220	......	896	896	896	......	449	896	51	51
23d District	66	827	827	827	827	591	270	827	281	82	827	827	827	104	549	104	155	115
25th District	52	557	557	557	557	273	129	233	146	51	557	557	42	42	208	42	72	57
28th District	76	709	709	709	709	429	90	709	172	90	709	709	709	......	428	709	36	54
30th District	......	873	873	873	873	616	296	873	305	208	873	873	873	88	626	305	153	143
Avondale	78	860	860	860	860	614	303	860	293	111	860	860	860	105	367	105	211	193
Bloom	68	751	751	751	751	410	60	751	60	......	751	751	751	......	269	......	73	63
Bond Hill	......	242	242	242	242	173	69	242	57	34	242	242	242	12	144	35	37	32
Carthage	46	530	530	530	530	332	128	530	193	51	530	530	128	36	83	77	......	......
Central Fairmount	42	481	481	481	481	320	227	481	150	49	481	481	393	35	223	84	91	70
Chase	68	687	687	687	687	465	187	687	191	83	687	687	51	51	243	274	104	83
Clifton	42	547	547	547	547	354	157	547	175	52	547	589	547	47	272	47	83	74
College Hill	36	464	464	464	464	320	133	464	79	111	464	464	464	36	90	36	60	73
Columbian	78	642	642	642	642	439	181	642	194	74	642	642	49	49	298	49	94	87
Cummins	65	644	644	644	644	451	202	644	218	72	709	700	644	62	222	62	167	127
Douglas	117	875	875	875	875	457	197	875	102	......	875	875	457	41	368	41	226	179
Dyer	......	868	868	868	868	868	868	868	483	......	868	868	868	178	242	483	457	411
Evanston	38	478	478	478	478	279	160	478	175	48	478	478	478	59	192	59	106	117
Fulton	38	360	360	360	360	360	40	360	63	27	360	360	40	......	160	......	47	57
Garfield	48	705	705	705	705	463	170	705	191	......	705	705	705	31	282	31	116	74
Guilford	72	829	829	829	829	671	218	829	190	......	829	829	829	47	142	47	108	201
Harrison	38	357	357	357	357	236	82	357	52	30	357	357	357	27	168	357	66	69
Hartwell	......	427	427	427	427	235	134	293	235	......	427	427	235	43	96	82	83	99

Highlands	49	410	410	410	410	249	122	288	184	....	410	410	410	28	92	28	91	93
Hoffman	58	771	771	771	771	535	279	771	369	95	771	771	771	100	294	100	....	....
Hyde Park	70	930	930	930	930	930	930	930	930	92	930	930	81	81	329	930	202	175
Jackson	172	1,023	1,023	1,023	1,023	474	....	1,023	....	....	1,023	1,023	....	....	248	1,023	134	147
Kennedy	....	222	222	222	222	140	54	222	29	....	222	222	29	13	....	13	....	....
Kirby Road	67	773	773	773	773	514	262	773	160	105	773	773	773	78	216	78	137	122
Lincoln	55	617	617	617	617	434	178	617	108	....	617	617	617	44	129	617	243	191
Linwood	28	369	369	369	369	273	130	369	135	50	369	369	369	31	195	135	99	86
Madisonville	89	1,012	1,012	1,012	1,012	696	186	696	186	....	1,012	1,012	696	90	....	90	205	271
Mann	....	458	458	458	458	265	137	458	87	....	458	458	458	45	136	45	67	49
Morgan	76	814	814	814	814	298	191	814	298	89	814	814	814	43	98	814	140	158
McKinley	41	652	652	652	652	652	158	652	171	82	652	652	652	34	140	253	91	67
Mt. Auburn	62	864	864	864	864	456	229	864	134	95	864	864	456	61	255	456	180	170
North Fairmount[†]	....	469	469	469	469	164	164	237	164	....	469	469	....	29	185	29	54	43
Oakley	....	544	544	544	544	436	180	544	174	....	544	544	320	44	128	44	94	86
Oyler	70	735	735	735	735	324	162	735	242	....	805	735	805	27	180	805	156	118
Peaslee	37	568	568	568	568	568	568	568	421	147	568	568	568	183	194	183	296	272
Pleasant Ridge	41	375	375	375	375	259	121	375	112	51	375	375	375	32	....	375	91	72
Raschig	....	1,163	1,163	1,163	1,163	594	235	1,163	128	....	1,163	1,163	1,163	50	249	50	123	151
Refuge	....	254	254	254	254	220	195	220	115	....	254	254	40	....	....	40	....	56
Riverside	36	481	481	481	481	262	161	481	92	69	481	481	161	44	138	161	123	155
Sands	81	1,323	1,323	1,323	1,323	877	600	1,323	1,323	....	1,323	1,323	487	154	544	154	258	231
Sayler Park	....	339	339	339	339	225	97	339	106	....	339	339	339	29	....	29	77	47
Sherman	88	1,178	1,178	1,178	1,178	555	....	1,178	139	....	1,178	1,178	....	....	355	....	25	26
Vine	60	481	481	481	481	242	80	481	70	80	481	481	481	....	352	150	38	42
Warsaw	....	399	399	399	399	210	119	399	112	....	399	399	399	31	143	399	49	60
Washburn	106	1,444	1,444	1,444	1,444	947	322	1,550	373	351	1,550	1,550	1,550	93	545	1,550	265	255
Washington	90	1,212	1,212	1,212	1,212	612	299	1,212	320	123	1,212	1,212	1,212	80	551	80	141	158
Webster	65	895	895	895	895	895	55	895	895	55	895	895	895	....	677	895	....	30
Westwood	54	801	801	801	801	467	255	801	362	....	801	801	105	76	304	76	179	192
Whittier	54	729	729	729	729	523	207	729	300	300	729	729	729	82	235	729	112	95
Windsor	62	687	687	687	687	387	193	687	222	67	687	687	62	62	249	126	101	92
Winton Place	52	434	434	434	434	316	133	434	142	57	486	486	486	28	179	486	95	104
Total	3,101	41,315	41,315	41,315	41,315	26,563	11,604	41,315	13,764	2,981	41,608	41,580	31,028	5,785	14,649	16,439	6,600	6,397

TABLE IX

NUMBER OF PUPILS STUDYING GERMAN BY SCHOOLS AND GRADES.

Grade	1	2	3	4	5	6	7	8	Total
Elementary Schools									
First District	104	81	52	66	47	48	......	......	398
Sixth District	170	136	119	94	75	52	......	......	646
Twelfth District	52	28	28	21	15	......	......	......	144
Twentieth District	116	84	69	73	55	31	21	......	449
Twenty-third District	98	75	68	74	61	51	55	67	549
Twenty-fifth District	51	39	29	28	27	13	10	11	208
Twenty-eighth District	111	74	89	71	42	41	......	......	428
Thirtieth District	131	101	69	79	76	65	52	53	626
Avondale	80	50	42	30	48	44	36	37	367
Bloom	77	67	48	40	21	16	......	......	269
Bond Hill	40	29	25	18	10	16	6	......	144
Carthage	16	12	21	9	6	4	12	3	83
Central Fairmount	42	42	30	23	32	23	19	12	223
Chase	45	38	35	36	28	29	14	18	243
Clifton	51	43	28	47	31	23	23	26	272
College Hill	11	8	4	3	4	29	21	10	90
Columbian	56	49	43	42	40	30	24	14	298
Cummins	43	34	39	21	29	23	19	14	222
Douglas	134	85	53	39	19	25	13	......	368
Dyer	......	......	......	......	......	95	79	68	242
Evanston	40	25	24	31	26	15	12	19	192
Fulton	43	29	26	31	20	11	......	......	160
Garfield	79	49	49	35	36	17	11	6	282
Guilford	37	31	23	19	9	11	9	3	142
Harrison	31	24	20	21	27	19	13	13	168
Hartwell	......	......	......	......	......	43	34	19	96
Highlands	16	16	11	16	20	7	6	......	92
Hoffman	53	39	38	34	37	29	28	36	291
Hyde Park	66	55	45	41	31	32	37	22	329
Jackson	100	43	35	45	25	......	......	......	248
Kennedy	......	......	......	......	......	......	......	......	......
Kirby Road	42	38	28	19	27	28	14	20	216
Lincoln	20	30	19	11	17	10	15	7	129
Linwood	43	32	26	22	23	18	20	11	195
Madisonville	......	......	......	......	......	......	......	......	......
Mann	30	21	24	21	13	11	5	11	136
Morgan	14	31	16	13	......	18	6	......	98
McKinley	40	29	18	14	12	11	11	5	140
Mt. Auburn	50	39	31	33	33	28	23	18	255
North Fairmount	43	28	31	31	22	9	8	3	185
Oakley	26	25	20	10	14	13	10	10	128
Oyler	48	43	24	21	17	13	12	2	180
Peaslee	......	......	......	......	......	27	90	77	194
Pleasant Ridge	......	......	......	......	......	......	......	......	......
Raschig	64	37	39	31	28	20	16	14	249
Refuge	......	......	......	......	......	......	......	......	......
Riverside	12	21	12	14	21	31	21	6	138
Sands	102	57	57	59	57	44	87	81	544
Sayler Park	......	......	......	......	......	......	......	......	......
Sherman	116	80	71	42	46	......	......	......	355
Vine	75	52	65	59	50	51	......	......	352
Warsaw	28	27	17	21	17	16	10	7	143
Washburn	115	87	89	79	78	42	30	25	545
Washington	111	75	69	79	65	61	49	42	551
Webster	201	122	108	89	102	55	......	......	677
Westwood	70	50	43	37	35	26	28	15	304
Whittier	71	40	34	30	24	19	7	10	235
Windsor	59	44	34	38	28	22	13	11	249
Winton Place	34	31	28	25	28	15	12	6	179
Total	3,307	2,455	2,065	1,885	1,654	1,410	1,041	832	14,649

TABLE X

NUMBER OF PUPILS PURSUING THE DIFFERENT HIGH SCHOOL BRANCHES.

Branches	Hartwell	Hughes	Madisonville	Pleasant Ridge	Walnut Hills	Woodward	Totals
Adv. Mathematics	.....	44	17	.....	15	47	123
Algebra	26	764	118	76	228	664	1,876
Applied Art	.....	344	.....	.....	.....	348	692
Applied Mathematics	.....	217	.....	.....	.....	438	655
Arithmetic	.....	.....	.....	.....	.....	173	173
Astronomy	.....	.....	.....	.....	.....	19	19
Botany	.....	127	47	53	39	111	377
Bookkeeping	.....	298	.....	.....	.....	307	605
Chemistry	10	151	28	.....	67	156	412
Civics	10	255	20	12	84	37	418
Commercial Law	.....	54	.....	.....	.....	58	112
Composition	82	1,812	220	109	505	1,579	4,307
Domestic Art	.....	299	44	.....	.....	348	691
Domestic Science	.....	143	.....	44	140	224	551
Drawing (Freehand)	.....	314	.....	53	301	105	773
Drawing (Mechanical)	.....	301	.....	.....	29	240	570
Economics.	.....	33	.....	.....	.....	37	70
Elocution	.....	797	.....	.....	505	1,532	2,834
English	82	1,812	220	109	505	1,579	4,307
French	.....	189	32	33	116	118	488
Geography (Commercial and Industrial)	.....	152	.....	.....	.....	143	295
Geology	.....	.....	.....	.....	.....	16	16
Geometry (Plane)	25	381	52	21	118	260	857
Geometry (Solid)	10	54	17	5	16	31	133
German	44	741	101	.....	167	626	1,679
Greek	.....	19	.....	.....	6	16	41
Harmony	.....	32	.....	.....	1	24	57
History (American)	11	203	20	12	27	184	457
History (Ancient)	7	199	21	21	71	143	462
History (Mediaeval and Modern)	6	169	19	6	49	148	397
Latin	39	735	128	96	334	475	1,807
Manual Training	.....	295	32	26	.....	362	715
Music (Choral)	83	1,782	220	109	505	53	2,751
Penmanship and Applied Art	.....	225	.....	.....	.....	212	437
Physiology and Hygiene	.....	40	209	.....	.....	48	297
Physical Training	.....	1,668	.....	107	495	1,429	3,697
Physics	22	187	27	23	64	187	510
Shop Practice	.....	.....	.....	.....	.....	61	61
Spanish	.....	242	.....	.....	29	276	547
Stenography	.....	218	.....	.....	.....	184	402
Typewriting	.....	210	.....	.....	.....	184	394
Trigonometry	.....	88	17	9	22	67	203
Zoology	.....	56	.....	.....	67	29	152
Art at Art Academy	.....	4	.....	.....	3	15	22
Music (External)	.....	17	.....	.....	1	17	35

TABLE XI

NUMBER OF TEACHERS EMPLOYED AND THE AMOUNT ANNUALLY PAID FOR THEIR SERVICES, FROM THE OPENING OF THE COMMON SCHOOLS IN CINCINNATI, IN 1830, TO THE CLOSE OF THE YEAR ENDING JUNE, 1914.

Years	Average No. of Teachers	Amount Paid Teachers	Years	Average No. of Teachers	Amount Paid Teachers
Year ending June			Year ending June		
1830	22	$5,193 51	1873	513	*420,225 35
1831	23	7,936 57	1874	510	437,981 26
1832	28	7,911 13	1875	545	*470,844 36
1833	29	6,408 26	1876	579	*476,053 56
1834	30	8,371 09	1877	587	*509,307 71
1835	43	8,648 43	1878	604	*523,735 67
1836	44	11,430 48	1879	633	530,596 62
1837	47	14,099 05	1880	628	522,030 61
1838	53	15,846 37	1881	650	534,376 69
1839	64	19,901 10	1882	659	549,343 22
1840	63	19,604 35	1883	680	561,669 71
1841	59	18,594 82	1884	696	567,352 68
1842	70	18,505 12	1885	706	575,595 15
1843	76	20,091 70	1886	716	590,632 97
1844	78	20,979 62	1887	734	603,973 40
1845	86	23,927 82	1888	726	601,270 04
1846	96	25,020 50	1889	735	612,815 25
1847	97	26,499 50	1890	746	615,708 10
1848	127	35,378 35	1891	760	615,147 94
1849	137	38,462 96	1892	765	630,875 83
1850	148	46,834 28	1893	774	*641,388 41
1851	157	50,856 51	1894	796	*655,950 19
1852	160	57,356 94	1895	822	*679,358 28
1853	193	64,025 96	1896	908	*729,638 29
1854	222	86,151 78	1897	938	*761,698 34
1855	225	96,945 78	1898	962	*775,348 18
1856	222	98,821 75	1899	995	*795,860 57
1857	240	103,707 44	1900	1,000	*805,899 13
1858	252	133,284 54	1901	955	*800,167 62
1859	282	139,510 04	1902	969	*806,677 63
1860	317	147,437 45	1903	956	*801,032 65
1861	341	156,231 54	1904	‡1,005	813,003 12
1862	348	146,703 50	1905	†1,004	819,296 56
1863	355	159,566 16	1906	†1,017	855,550 19
1864	373	186,271 06	1907	†1,069	895,221 75
1865	373	216,165 30	1908	†1,106	990,182 96
1866	384	240,798 26	1909	†1,168	1,100,582 90
1867	396	290,027 42	1910	†1,213	1,171,065 76
1868	418	311,435 96	1911	†1,302	1,242,924 87
1869	439	336,536 22	1912	†1,495	1,393,539 69
1870	450	368,312 33	1913	†1,565	1,483,079 28
1871	507	*418,229 81	1914	†1,576	1,543,781 93
1872	510	*419,713 18			

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* Includes the amount paid for tuition in the night schools; but the number of teachers in the day schools only is given.

† The actual number of teachers necessary to supply the schools, including night schools.

TABLE XII.

SHOWING AMOUNT PAID FOR TUITION IN THE SEVERAL SCHOOLS, AVERAGE NUMBER BELONGING, AVERAGE DAILY ATTENDANCE, AND PER CAPITA COST BASED ON AVERAGE NUMBER BELONGING.

Schools	Amount Paid for Tuition *	Average Number Belonging	Average Daily Attendance	Per capita Cost of Tuition Based on Average Number Belonging
Elementary Schools				
1st District	25,107 63	971	936	25 86
6th District	27,258 52	1,092	1,048	24 96
12th District	20,220 88	736	688	27 47
20th District	20,303 57	724	696	28 04
23d District	24,726 26	788	769	31 38
25th District	14,348 17	523	506	27 43
28th District	18,291 86	666	653	27 47
30th District	21,293 26	775	762	27 48
Avondale	23,664 01	813	781	29 11
Bloom	19,100 76	664	642	28 76
Bond Hill	6,992 50	192	187	35 90
Carthage	12,229 75	441	416	27 50
Central Fairmount	11,932 38	439	409	27 16
Chase	19,223 38	626	604	30 71
Clifton	14,474 87	490	476	29 52
College Hill	12,571 25	430	423	29 24
Columbian	19,430 24	589	563	32 99
Cummins	17,318 13	569	546	30 44
Douglass	21,881 75	679	626	32 22
Dyer	22,143 47	733	707	30 21
Evanston	13,118 70	470	454	27 91
Fulton	8,958 25	293	280	30 57
Garfield	19,742 50	642	609	30 75
Guilford	16,492 99	625	601	28 14
Harrison	10,729 10	335	327	32 03
Hartwell	7,648 26	347	338	22 04
Highlands	10,611 00	358	328	29 64
Hoffman	22,205 88	661	648	33 63
Hyde Park	22,813 38	831	816	27 45
Jackson	19,508 75	824	782	23 67
Kennedy	3,444 25	185	176	18 62
Kirby Road	19,844 37	707	682	28 07
Lincoln	18,345 50	580	535	31 63
Linwood	10,723 75	343	327	31 26
McKinley	16,176 50	597	585	27 09
Madisonville	22,456 13	915	878	24 54
Mann	13,343 25	394	377	33 87
Morgan	20,286 30	700	664	28 98
Mt. Auburn	23,463 50	775	748	31 56
North Fairmount	12,231 50	403	396	30 35
Oakley	11,347 75	464	436	24 46
Oyler	18,319 60	610	590	30 03
Peaslee	15,547 99	521	507	29 84
Pleasant Ridge	8,296 75	367	351	22 60
Raschig	22,498 00	805	764	27 95
Refuge	3,250 00	155	151	20 96
Riverside	11,541 88	445	422	25 94
Sands	31,604 46	1,117	1,061	27 39
Sayler Park	8,503 23	288	279	29 18
Sherman	23,365 49	955	922	24 47
Vine	14,058 63	464	461	30 30
Warsaw	9,808 75	342	330	28 68
Washburn	30,945 12	1,276	1,210	24 25
Washington	29,290 63	1,040	1,000	28 16
Webster	21,124 39	800	774	26 41
Westwood	19,444 40	765	733	25 42
Whittier	18,337 11	688	642	27 45
Windsor	19,336 64	603	572	32 07
Winton Place	13,294 74	445	421	29 88
Total	1,014,783 06	36,055	34,618	$28 11

TABLE XII—Continued

Schools	Amount Paid for Tuition *	Average Number Belonging	Average Daily Attendance	Per capita Cost of Tuition Based on Average Number Belonging
Special Schools				
Continuation:				
Apprentice	4,685 29	142	140	32 99
Compulsory	16,480 40	1,000	865	16 48
Blind	1,564 82	16	16	97 60
Boys' Special	5,600 00	70	67	80 00
Defective:				
Guilford	900 00	18	17	50 00
Special No. 3	7,685 13	100	94	76 85
Open Air:				
Dyer	900 00	24	22	37 50
Warsaw	900 00	18	18	50 00
Guilford	800 00	24	24	33 33
Oral	6,607 26	30	29	220 24
Opportunity (Dyer)	7,358 15	161	155	45 70
Total	$53.481 05	1,603	1,486	$33 34
High Schools				
Hartwell	5,196 25	75	74	69 28
Hughes	113,058 00	1,691	1,641	66 85
Madisonville	14,428 50	207	202	69 71
Pleasant Ridge	4,600 00	98	96	46 94
Walnut Hills	43,969 00	450	436	97 70
Woodward	110,169 02	1,473	1,414	74 79
Total	$291,420 77	3,994	3,863	$72 97
Summary				
Day Schools	1,359,684 88	41,652	39,967	32 64
Night Schools	44,621 00	7,766	7,066	5 88
Grand Total	$1,404,305 88	49,418	47,033	$28 42

* Supervision and instruction included.

PER CAPITA COST BY DEPARTMENTS.

A series of tables showing the total and per capita cost of instruction, based upon the average number belonging; also the increase or decrease over the previous year, and the per cent of such increase or decrease; computed for a period of ten years for the Day Elementary and High Schools and Night Schools, and from the date of their organization for the remaining departments.

TABLE XIII

DAY ELEMENTARY SCHOOLS.

Year	* Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1904–05......	$706,782	32,454	$21 77	$1 34	6.5
1905–06......	733,227	33,085	22 15	38	1.7
1906–07......	775,961	31,928	24 30	2 15	9.7
1907–08......	860,991	31,668	27 18†	2 88	11.4
1908–09......	954,972	31,996	29 87	2 69	9.8
1909–10......	1,009,705	31,721	31 83	1 96	6.6
1910–11......	1,016,805	31,861	31 91	08	0.3
1911–12......	1,072,530	33,736	31 79	— 12	—0.4
1912–13......	1,136,826	37,656	30 19‡	— 1 60	—5.0
1913–14......	1,168,884	37,658	31 04	85	2.8

* Cost of instruction for Day Elementary Schools does not include amount paid Superintendent and Assistant Superintendent, or for College for Teachers; but includes kindergartens, special departments and special schools. (See Table XX for separation of these items.)

† A new salary schedule, with increases in each position, went into effect during the school year 1907-08.

‡ Prior to 1912-13 the cost for high school instruction given in connection with several elementary schools was included under "Elementary Schools." Beginning with that year this expenditure was deducted from the cost of elementary instruction and added to the cost of high school instruction; computed upon the former basis, the per capita cost for elementary schools for 1912-13 would have been $32.02.

TABLE XIV

DAY HIGH SCHOOLS.

Year	Cost of Instruction	Average No. Belonging	* Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1904–05......	$104,293	1,893	$55 09	$5 33	10.7
1905–06......	107,244	1,852	57 90	2 81	5.1
1906–07......	108,578	1,761	61 65	3 75	6.4
1907–08......	117,573	1,987	59 17†	—1 48	—2.3
1908–09......	133,641	2,272	58 82	— 35	—0.5
1909–10......	152,871	2,403	63 61	4 79	8.1
1910–11......	199,980	2,856	70 02	6 41	10.0
1911–12......	223,767	3,252	68 80	—1 22	—1.7
1912–13......	259,220*	3,719	69 70	90	1.3
1913–14......	291,420	3,994	72 97	3 27	4.4

* Prior to 1912-13 the cost for high school instruction was computed upon the cost of Hughes, Walnut Hills and Woodward only. Beginning with that year the amount expended for high school instruction at Hartwell, Madisonville and Pleasant Ridge is included. Computed upon the former basis, the per capita cost for 1912-13 would have been $64.55, a decrease of $4.25 over the cost for 1911-12.

† A new salary schedule, with increases in each position, went into effect during the school year 1907-08.

TABLE XV

NIGHT SCHOOLS.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1904–05......	$8,321	1,462	$5 59	$0 31	5.7
1905–06......	11,897	1,424	8 35	2 66	46.7
1906–07......	13,695	1,506	9 09	74	8.8
1907–08......	17,542	1,986	8 83	— 26	— 2.8
1908–09......	24,201	3,167	7 64	—1 19	—13.4
1909–10......	29,165	3,723	7 83	19	2.4
1910–11......	34,074	3,818	8 92	1 09	13 9
1911–12......	40,976	4,829	8 48	— 44	— 4.9
1912–13......	43,790	7,484	5 85	—2 63	—31.0
1913–14......	44,621	7,766	5 88	03	0.5

TABLE XVI

VACATION SCHOOLS.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1907.........	$1,315	633	$2 07		
1908.........	2,279	1,681	1 35	—$0 72	—34.7
1909.........	3,425	2,254	1 51	16	11.8
1910.........	4,012	1,557	2 57	1 06	70.2
1911.........	3,913	1,210	3 23	66	25.7
1912.........	3,934	1,650	2 38	— 85	—26.3
1913.........	5,225	2,147	2 43	05	2.1
1914.........	1,756	890	1 96	— 47	—19.2

TABLE XVII

SUMMER ACADEMIC SCHOOL.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1908.........	$1,260	372	$3 38		
1909.........	2,380	511	4 65	$1 27	37.5
1910.........	2,472	592	4 17	— 48	—10.3
1911.........	3,306	785	4 21	04	
1912.........	4,628	1,151	4 00	— 21	— 4.9
1913.........	5,414	1,220	4 43	43	10.7
1914.........	3,248*	371	4 84	41	9.2

* Of this amount $780.48 was paid by the Board of Education, the remainder from the tuition of pupils attending.

TABLE XVIII

PLAYGROUNDS.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1909.........	$1,680	1,623	$1 03		
1910.........	4,660	2,040	2 28	$1 25	121.3
1911.........	8,257	2,248	3 67	1 39	60.9
1912.........	8,898	2,205	4 03	36	9.8
1913.........	7,847	1,983	3 95	— 08	— 1.9
1914.........	2,178*	1,975	1 10	— 2 85	—72.1

* Paid from popular subscriptions.

TABLE XIX

CONTINUATION SCHOOLS.

Year	Cost of Instruction	Average No. Belonging	Cost Per Capita	Increase or Decrease in Per Capita Over Preceding Year	Per cent of Increase or Decrease Over Preceding Year
1909–10......	$2,293	186	$12 32		
1910–11......	4,107	200	20 50	$8 18	66.5
1911–12......	19,962	2,294	8 70	—11 80	—59.5
1912–13......	26,896	2,945	9 13	43	4.9
1913–14......	21,165	*2,242	9 44	31	3.3

* This number includes the voluntary attendance, which does not appear in Tables IV, V and XII.

TABLE XX

SUMMARY FOR THE SCHOOL YEAR 1913-14.

Departments	Cost of Instruction	Average No. Belonging	Cost Per Capita
High Schools	$291,420 77	3,994	$72 97
Elementary Schools	965,533 26*	32,954	29 30
Kindergartens	49,249 80	3,101	15 88
Special Schools	32,315 36	461	70 09
Special Departments	100,620 32	....	3 04†
Continuation Schools	21,165 00	2,242	9 44
Night Schools	44,621 00	7,766	5 88

* Not including kindergartens, special schools, special departments or supervision other than that of principals.

† Based upon the average number belonging in the elementary and special schools.

TABLE XXI

ENROLLMENT BY AGE AND GRADE FOR THE SCHOOL YEAR ENDING JUNE, 1914*

Elementary Schools (Kindergarten to Eighth Grade).

Born in	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	Totals
Age in June	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
K'garten.	149	**2519**	**357**	12	5	1	2	3	1	1	....	....	....	....	....	....	....	3,050
Grade 1.	....	142	**3783**	**2133**	627	189	80	36	36	21	8	3	....	....	....	....	....	7,058
“ 2..	....	....	102	**2442**	**1780**	723	285	102	52	14	12	10	2	....	....	....	....	5,524
“ 3..	....	....	....	140	**1836**	**1603**	959	493	185	138	46	20	2	....	....	....	....	5,423
“ 4..	....	....	....	1	135	**1530**	**1425**	1020	567	334	132	71	11	2	....	1	1	5,230
“ 5..	....	....	....	....	....	108	**1342**	**1317**	984	732	342	143	35	1	2	....	....	5,006
“ 6..	....	....	....	....	....	2	127	**1120**	**1161**	1023	593	268	36	6	....	....	....	4,336
“ 7..	....	....	....	....	....	....	4	119	**811**	**1036**	809	363	58	8	2	....	....	3,270
“ 8..	....	....	....	....	....	....	....	6	126	**896**	**994**	526	141	14	4	....	....	2,697
Totals..	149	2661	4242	4728	4383	4156	4224	4216	3923	4255	2936	1404	275	32	8	1	1	41,594

High Schools (Grades IX to XII).

Born in	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	Totals
Age in June	13	14	15	16	17	18	19	20	21	22	
Ninth Grade	16	129	**703**	**660**	220	83	50	7	4	....	1,872
Tenth Grade	....	5	80	**452**	**364**	156	44	7	3	1	1,112
Eleventh Grade	....	....	3	84	**330**	**216**	83	18	3	1	738
Twelfth Grade	1	5	32	32	75	**257**	**192**	72	18	1	685
Totals	17	139	818	1228	989	712	369	104	28	3	4,407

* The heavy-faced type shows the number of pupils of normal age for the grade; the number to the left of this type shows the number of pupils younger than the normal age for the grade; the number to the right, the number older than the normal age, by one year, two years, etc. The enrollment is the net enrollment, obtained by deducting from the total enrollment those who, by change of districts, were enrolled more than once. Day schools only; House of Refuge not included.

An analysis of this table for the Elementary Schools gives the following results:

	No.	Per cent
Normal as to age and grade	28,242	67.51
Younger than normal for their grade	1,161	.03
Older than normal for their grade	12,352	32.46
Two or more years behind their grade	2,240	

The undue proportion of pupils in the lower grades as shown in this table is due to two causes:

First, lack of normal advancement from grade to grade.

Second, rapid leaving of school beyond the fifth grade.

Reading down the right hand column, it is easy to see that over 2,300 pupils—almost one-half of those in the fifth grade—have disappeared between the fifth and eighth grades.

Reading across the bottom we see that nearly 3,000 of those who were 14 years of age have left school under the age of 17.

Once more we face that appalling waste of young life; once more there is laid upon us the immediate responsibility for doing two things:

First, so teaching, grouping and directing their work that the pupils may be advanced more rapidly in the lower grades.

Second, retaining them in school between the ages of fourteen and seventeen or eighteen, and providing the kind of education that will make it worth their while to remain.

The law of 1913, advancing the legal school age for boys to 15 and for girls to 16 is well intended, but it may be an injury instead of a benefit—unless the schools are modified to suit this new condition.

The legal age for school attendance should be advanced for both boys and girls to 18; and the education between 14 and 18 should be a combination of work and study—school and shop—combined for educational purposes for those who are likely to end their attendance at the age of 18. There are more than 5,000 young people between 14 and 18 years of age who have left school. They should be under the control of the school authority, receiving that education which will prepare them more directly for positions of greater usefulness in the mercantile and industrial life of the community.

Some of those young people are seeking this education through the night schools. It ought not to be necessary for them at their age to spend their nights in study after long days of work. There should be opportunity for study as well as for work by day—and opportunity for wholesome recreation and social gatherings during the evening hours: music, art, dramatic, gymnastics, and all sorts of club organizations that may afford opportunity for free self-expression. Such an educational program will bring large returns to the community as well as to the individual.

TABLE XXII.

BOARD OF SCHOOL EXAMINERS.

	Elementary		High School		Special		Total
	Men	Women	Men	Women	Men	Women	
Certificates Granted:							
For 8 years...........	1	3	....	1	3	3	11
For 5 years...........	4	69	8	7	11	27	126
For 3 years...........	6	60	2	7	8	41	124
For 2 years...........	10	201	16	25	19	119	390
For 1 year............	6	59	16	3	33	128	245
Temporary............	2	6	7	7	21	31	74
Failed	4	4	13	12	14	23	80
Totals	33	412	62	62	109	372	1,050

Amount paid to Treasurer.................$525 00

DIRECTORY OF SCHOOLS.

Name of school, principal, location, car lines starting at or near Fountain Square, and time from Fountain Square.

In the following list, Domestic Science equipment is indicated by D. S.; Manual Training centers by M. T.; Kindergartens by K.; Auditorium by Aud.; Gymnasium by Gym.

University.

UNIVERSITY OF CINCINNATI—Charles W. Dabney, President. Clifton Avenue, Burnet Woods; Clifton-Elm or Clifton-Ludlow car; 20 minutes.

COLLEGE FOR TEACHERS—W. P. Burris, Dean. Same as above.

High Schools.

HARTWELLL HIGH SCHOOL—Arthur Powell, Principal. Academic Course only, D. S., M. T. Hartwell and Woodbine Avenues; Lockland car; 50 minutes.

HUGHES HIGH SCHOOL—E. D. Lyon, Principal. Cosmopolitan, nine courses. Aud., Library, D. S., M. T., Art, Laboratories, Lunch Room, Gym, Plunges, Locker Rooms. Clifton Avenue and McMillan Street; Clifton-Elm or Clifton-Ludlow car; 20 minutes.

MADISONVILLE HIGH SCHOOL—Charles M. Merry, Principal. Academic Courses only. Six-and-Six plan, General Science, D. S., M T., Gym. Prentice and Ward Streets; Madisonville car; 50 minutes.

PLEASANT RIDGE HIGH SCHOOL—Thomas L. Simmermon, Principal. Academic Courses only, D. S., M. T. Montgomery Road; Interurban Railway, Rapid Division; 45 minutes.

WALNUT HILLS HIGH SCHOOL—Atley S. Henshaw, Principal. Academic Courses only. Ashland and Burdette Avenues; Gilbert Avenue or Norwood car; 20 minutes.

WOODWARD HIGH SCHOOL—Pliny A. Johnston, Principal. Cosmopolitan, ten courses, Aud., Library, D. S., M. T., Art, Laboratories, Lunch Room, Gym., Plunges, Locker Rooms. Sycamore and Thirteenth Streets; Auburn Avenue or Highland Avenue car; 10 minutes.

Elementary Schools.

ANDERSON FERRY COLONY—J. W. Bursk, Principal. Grades 1, 2, and 3. Lower River Road and Liston Avenue; Sedamsville car; 40 minutes.

AVONDALE SCHOOL—C. J. Brooks, Principal. All grades, D. S., M. T., K., Gym., Showers. Reading Road and Rockdale Avenue; Avondale, Winton Place, Vine-Burnet, or Highland Avenue car; 25 minutes.

BLOOM SCHOOL—Henry J Disque, Principal. 1st to 6th grades, D. S., M. T., K. Winchell Avenue; John Street, Sixth Street, Westwood, or Fairmount cars; 25 minutes.

BOND HILL SCHOOL—F. E. Reszke, Principal. All grades. California and Matlack Avenues; Avondale or Winton Place cars, and auto-bus; 60 minutes.

CALIFORNIA COLONY—G. C. Emig, Principal. Grades 1 to 6. New Richmond Pike; Interurban Railway Suburban Division; 50 minutes.

CARTHAGE SCHOOL—C. A. Wilson, Principal. All grades, D S., M. T., K. Seventy-fourth Street, west of Fair Park Avenue; Lockland or Glendale car; 40 minutes.

CENTRAL FAIRMOUNT SCHOOL—Jesse K. Dunn, Principal. All grades, D. S., M. T., K. Fairmount Avenue and White Street; Westwood car; 30 minutes.

CHASE SCHOOL—Fred M. Youmans, Principal. 1st to 7th grades, K., Class for Mental Defectives, Instruction in Gardening, Chase, Apple, and Turrill Streets; Colerain, College Hill, or Clifton-Ludlow cars; 40 minutes.

CHEVIOT COLONY—J. O. Beck, Principal. Grades 1 to 4. Gamble and Davis Avenues; Westwood car; 50 minutes.

CLIFTON SCHOOL—F. E. Swing, Principal. All grades, K., Gym. Clifton and McAlpin Avenues; Vine-Clifton car; 30 minutes.

COLLEGE HILL SCHOOL—W. H. Altamer, Principal. All grades, Departmental Plan, Grades 6, 7, 8, M. T., K. Maple Avenue; College Hill car; 50 minutes.

COLUMBIAN SCHOOL—F. E. Crane, Principal. All grades, K., Class for Mental Defectives. Harvey Avenue and Union Street; Avondale, Zoo-Eden, Highland Avenue, or Vine-Burnet car; 25 minutes.

CUMMINS SCHOOL—Albert Schwartz, Principal. All grades, D. S., M. T., K., Lunch Room, Gym., Showers, Departmental Plans in Grades 6, 7, 8. Locust Street and Melrose Avenue; Gilbert Avenue or Norwood car; 20 minutes.

DELTA AVENUE COLONY—G. H. Denham, Principal. 1st and 2nd grades. Delta Avenue, near Redbank; Delta Avenue car; 40 minutes.

DOUGLASS SCHOOL (Colored Pupils)—F. M. Russell, Principal. All grades, D. S., M. T., K., Lunch Room, Library (Branch of Public Library), Gym., Showers, Pre-vocational Work. Alms Place and Chapel Street; Chapel Street car; 20 minutes.

DRAKE AVENUE COLONY—G. H. Denham, Principal. 1st to 4th grades. Drake Avenue, near Main Avenue; Oakley car; 40 minutes.

DYER SCHOOL—E. W. Wilkinson, Principal. 6th, 7th, and 8th grades, D. S., M. T., K., Gym., Showers, Savings Bank, Opportunity School (for retarded pupils), Open Air School on roof. Baymiller Street, opposite Gest; Sixth Street, Westwood, Clark Street, or College Hill car; 15 minutes.

EVANSTON SCHOOL—U. D. Clephane, Principal. All grades, D. S., M. T., K., Gym., Departmental Plan in Grades 7 and 8. Dana and Trimble Avenues; Evanston, Norwood, Vine-Norwood, or North Norwood car; 30 minutes.

FERNBANK COLONY—S. M. Bauer, Principal. 1st to 5th grades. Chestnut and Fernbank Avenues; C., L. & A. (interurban) car; 60 minutes.

FULTON SCHOOL—C. F. Hanselman, Principal. 1st to 7th grades, D. S., M. T., K., Savings Bank. Eastern Avenue, between Kemper Lane and Weeks Street; East End or Delta Avenue car; 20 minutes.

GARFIELD SCHOOL—J. H. Locke, Principal. All grades, K. Edgewood Avenue and Elmore Street; Colerain, Clark Street, or College Hill car; 35 minutes.

GUILFORD SCHOOL (New)—S. G. Bauer, Principal. All grades, D. S., M. T., K., Gym., Showers, Plunge, Orchestra, Dental Clinic, Open-Air Room, Roof Playground, Pre-vocational School, Departmental Plan in Grades 7 and 8. Fourth, Iola, and Arch Streets; within walking distance.

GUILFORD SCHOOL (Old)—Special School No. 3, Vocational Bureau, Work Certificate Office, Placement Office, Psychological Laboratory, Compulsory Continuation Classes. Sycamore Street, between Fourth and Fifth; within walking distance.

HARRISON SCHOOL—Anson McKinney, Principal. All grades, D. S., M. T., K., Gym., Departmental Plan in Grades 7 and 8. Orchard Street and Delhi Pike; Sedamsville car; 25 minutes.

HARTWELL SCHOOL—Arthur Powell, Principal. All grades, D. S., M. T. Hartwell and Woodbine Avenues; Lockland car; 50 minutes.

HIGHLANDS SCHOOL—J. M. Davis, Principal. All grades, D. S., M. T., K., Gym., Showers, Departmental Plan in Grades 7 and 8. Eastern Avenue, near Lewis Street; East End or Delta Avenue car; 25 minutes.

HOFFMAN SCHOOL—D. L. Runyan, Principal. All grades, K., Departmental Plan in Grade 8. Woodburn and Dexter Avenues; Gilbert Avenue, Evanston, or South Norwood car; 25 minutes.

HYDE PARK SCHOOL—G. H. Denham, Principal. All grades, D. S., M. T., K. Observatory Avenue and Edwards Road; Madison Road or Madisonville car; 35 minutes.

JACKSON SCHOOL—F. J. Hauer, Principal. 1st to 5th grades, D. S., M. T., K., Lunch Room, Class for Foreigners. Fifth Street, west of Mound Street; Third and Fifth Street car; 10 minutes.

KENNEDY SCHOOL—F. E. Elliott, Principal. All grades, D. S., M. T., Gym. Montgomery Road and Kennedy Avenue; Interurban Railway, Rapid Division; 55 minutes.

KIRBY ROAD SCHOOL—E. S. Peaslee, Principal. All grades, D. S., M. T., K., Gym., Showers. Bruce Avenue and Kirby Road; College Hill or Clifton-Ludlow car; 40 minutes.

LINCOLN SCHOOL—J. F. Arundel, Principal. All grades, D. S., M. T., K., Lunch Room, Pre-vocational School. Delta and Golden Avenues; East End or Delta Avenue car; 30 minutes.

LINWOOD SCHOOL—U. L. Monce, Principal. All grades, D. S., M. T., K., Lunch Room. Russell and Eastern Avenues; East End car; 45 minutes.

MCKINLEY SCHOOL—G. C. Emig, Principal. All grades, K. Eastern Avenue and Tennyson Street; East End car; 35 minutes.

MADISONVILLE SCHOOL—Charles M. Merry, Principal. All grades, D. S., M. T., K., Gym., Showers, Departmental Plan in Grades 6, 7, and 8, Six-and-Six Plan, General Science. Prentice and Ward Streets; Madisonville car; 50 minutes.

MANN SCHOOL—John Cronin, Principal. All grades, D. S., M. T., K., Gym. Cinnamon Street and Fairfax Avenue; Madison Road, Madisonville, or Oakley car; 30 minutes.

MORGAN SCHOOL—J. B. Johnston, Principal. All grades, D. S., M. T., K., Gym., Showers, Lunch Room, Pre-vocational School. Kilgour, Finn, and Ellen Streets; Zoo-Eden car; 10 minutes.

MT. ADAMS COLONY—J. B. Johnston, Principal. All grades. Monastery and St. Gregory Streets; Zoo-Eden car; 20 minutes.

Mt. Airy Colony—W. H. Altamer, Principal. Grades 1 to 7. Colerain Avenue and Mt. Airy Road; College Hill car; 50 minutes.

Mt. Auburn School—John C. Heywood, Principal. All grades, D. S., M. T., K., Gym., Lunch Room. Southern Avenue; Auburn Avenue car; 20 minutes.

Mt. Washington Colony—John Cronin, Principal. All grades. Beechmont Avenue and Campus Lane; Interurban Railway (Suburban Division), or C., G. & P. (interurban); 60 minutes.

North Fairmount School—John Akels, Principal. All grades, K. Baltimore Avenue, near Seegar; North Fairmount car; 30 minutes.

Oakley School—H. L. Crane, Principal. All grades, D. S., M. T., K., Gym., Showers. Madison Road, opposite Gilmore Avenue; Oakley car; 45 minutes.

Oakley Colony—H. L. Crane, Principal. Grades 1 to 4. Madison Road, opposite Locust Street; Oakley car; 50 minutes.

Oyler School—O. P. Voorhes, Principal. All grades, D. S., M. T., K., Gym., Pre-vocational School. Burns and Stabler Streets; Elberon, Sedamsville, or Warsaw Avenue car; 20 minutes.

Peaslee School—E. C. Trisler, Principal. All grades, D. S., M. T., K., Gym., Departmental Plan in Grades 7 and 8, Oral School in same building. Woodward Street, near Main; Auburn Avenue, Clifton-Ludlow, or McMicken-Main car; 10 minutes.

Pleasant Ridge School—Thomas L. Simmerman, Principal. All grades, D. S., M. T., K. Montgomery Road; Interurban Railway, Rapid Division; 45 minutes.

Raschig School—William Kaefer, Principal. All grades, K., Departmental Plan in Grades 5, 6, 7. Elm and Canal Streets. Clifton-Elm, Colerain, or McMicken-Elm car; 10 minutes.

Riverside School—J. W. Bursk, Principal. All grades, D. S., M. T., K., Orchestra, Pre-vocational School. Riverside and Leland Avenue; Sedamsville car; 35 minutes.

Rothenberg School—O. M. Patton, Principal. All grades, D. S., M. T., K., Gym., Showers, Plunge, Roof Playground, Pre-vocational Work, Departmental Plan in Grades 7 and 8. Main Street and Clifton Avenue; Clifton-Ludlow, McMicken-Main, or Third and Fifth Street car; 16 minutes.

Sands School—E. M. Sawyer, Principal. All grades, D. S., M. T., K., Gym., Showers, Plunges, School for Blind in same building. Freeman Avenue and Poplar Street; Colerain Avenue or Clark Street car; 20 minutes.

Sayler Park School—S. M. Bauer, Principal. All grades, D. S., M. T., K., Library (Branch of Public Library). Ivanhoe and Twain avenues; C., L. & A. (interurban)car; 55 minutes.

Sherman School—W. S. Strickland, Principal. 1st to 5th grades, K., Lunch Room, Special display of mineral and seed collections. Eighth Street, west of John; Elberon Avenue, Sedamsville, or Warsaw Avenue car; 10 minutes.

St. Joe Colony—S. M. Bauer, Principal. Grades 1 to 5. Lower River Road; C., L. & A. (interurban) car; 50 minutes.

Stowe School (Colored Pupils—Jennie D. Porter, Principal. All grades, K., Gym. Old Hughes Building, Fifth and Mound Streets; Third and Fifth Street car; 10 minutes.

Vine Street School—E. E. Ellis, Principal. 1st to 7th grades, K. Vine and St. Joe Streets; Vine-Clifton or Vine-Norwood car; 15 minutes.

Warsaw School—John H. Carson, Principal. All grades. Glenway and Sunset Avenues; Warsaw car; 35 minutes.

WASHBURN SCHOOL—S. T. Logan, Principal. All grades, D. S., M. T., K., Gym., Showers, Savings Bank, Departmental Plan in Grade 8. Armory Avenue and Linn Street; Westwood or Sixth Street car; 15 minutes.

WASHINGTON SCHOOL—G. H. Porter, Principal. All grades, D. S., M. T., K., Gym., Showers, Dental Clinic, Moving Picture Apparatus, Industrial Classes, Departmental Plan in Grades 5, 6, 7, 8. Hopple Street, near Colerain Avenue; Colerain Avenue or Clark Street car; 25 minutes.

WEBSTER SCHOOL—Geo. F. Braun, Principal. 1st to 7th grades, K., Gym. Findlay and Bremen Streets; Vine-Clifton or Vine-Norwood car; 10 minutes.

WEST FORK COLONY—F. M. Youmans, Principal. All grades. West Fork Road; Colerain Avenue car; 55 minutes.

WESTWOOD SCHOOL—J. O. Beck, Principal. All grades, D. S., M. T., K., Gym, Showers, Library (Branch of Public Library), Harrison and Montana Avenues; Westwood car; 45 minutes.

WHITTIER SCHOOL—C. F. Rapp, Principal. All grades, D. S., M. T., K., Departmental Plan in Grade 8. Osage and Woodlawn Avenues; Warsaw car; 25 minutes.

WINDSOR SCHOOL—Ada M. Wheeler, Principal. All grades, K., Lunch Room. Windsor and St. James Ave.; Gilbert Avenue, Madison Road, or Zoo-Eden car; 15 minutes.

WINTON PLACE SCHOOL—W. H. Maddux, Principal. All grades, D. S., M. T., K., Gym., Showers, Library (Branch of Public Library). Winton Road and Hand Avenue; Winton Place car; 45 minutes.

SIXTH DISTRICT SCHOOL—J. S. Hauer, Principal. 1st to 7th grades, K., Gym., Showers, Dental Clinic, Special Class for Foreigners, Medical Clinic, Lunch Room. Elm and Odeon Streets; Clifton-Elm, Colerain Ave., or McMicken-Elm car; 10 minutes.

TWELFTH DISTRICT SCHOOL—F. W. Dearness, Principal. 1st to 6th grades, K., Lunch Room. Eighth and Donnersberger Streets, Elberon Avenue, Sedamsville, or Warsaw Avenue car; 15 minutes.

TWENTIETH DISTRICT SCHOOL—T. B. Pflueger, Principal. 1st to 7th grades. K., Lunch Room. Findlay Street, near John; John Street car; 20 minutes.

TWENTY-THIRD DISTRICT SCHOOL—L. M. Schiel, Principal. All grades, D. S., M. T., K., Gym., Showers. Vine Street and University Avenue; Vine-Clifton car; 20 minutes.

TWENTY-FIFTH DISTRICT SCHOOL—A. J. McGrew, Principal. All grades, D. S., M. T., K. Waverly Avenue and Pinetree Street; North Fairmount or Westwood car; 25 minutes.

TWENTY-EIGHTH DISTRICT SCHOOL—W. H. Remley, Principal. 1st to 7th grades, K. McMicken Avenue; McMicken-Elm or McMicken-Main car; 20 minutes.

THIRTIETH DISTRICT SCHOOL—G. B. Bolenbaugh, Principal. All grades, K., Departmental Plan in Grade 8. Warner Street and Stratford Avenue; Clifton-Elm or Clifton-Ludlow car; 20 minutes.

Special Schools.

APPRENTICE CONTINUATION SCHOOL—Geo. E. Wooley, Principal. 123 East Ninth Street; within walking distance.

BOYS' SPECIAL SCHOOL—Andrew J. Willey, Principal. Academic and M. T., Gym., Showers. 123 East Ninth Street; within walking distance.

COMPULSORY CONTINUATION SCHOOL—Mary M. Conway, Supervisor. Old Guilford Building, Sycamore St., between Fourth and Fifth; within walking distance.

Oral School for the Deaf—Virginia A. Osborn, Principal. In the Peaslee Building, Woodward Street, near Main; Auburn Avenue, Clifton-Ludlow, or McMicken-Main car.

School for Mentally Defective Children—Emma Kohnky, Principal. Old Guilford Building, Sycamore Street, between Fourth and Fifth; within walking distance.

School for the Blind—Frances M. Klein. In the Sands Building, Freeman Avenue and Poplar Street; Colerain Avenue, Clark Street car; 20 minutes.

Work Certificate Office—Helen T. Woolley, Director. Old Guilford Building, Sycamore Street, between Fourth and Fifth; within walking distance.

Evening High Schools.

East Night High—Albert Schwartz, Principal. In the Woodward High School Building. Academic, Commercial, Gym., Industrial work for men and women.

West Night High—E. W. Wilkinson, Principal. In Hughes High School Building. Academic, Commercial, Gym., Industrial work for men and women.

Evening Elementary Schools.

Douglass School—F. M. Russell, Principal. In the Douglass School Building. Academic, Commercial, Gym., Industrial work for men and women.

Dyer School—F. J. Hauer, Principal. In the Dyer School Building. Academic, Gym., Industrial work for men and women.

Peaslee School—E. C. Trisler, Principal. In the Peaslee School Building. Academic, English for Foreigners.

Sherman School—A. L. Eyler, Principal. In the Sherman School Building. English for Foreigners.

Stowe School—Jennie D. Porter, Principal. In the Stowe School Building. Academic, Industrial work for men and women.

Washington School—C. H. Porter, Principal. In the Washington School Building. Academic, Gym., Industrial work for men and women.

BUSINESS DEPARTMENT

BUSINESS DEPARTMENT

September 28, 1914.

The Honorable Board of Education:

Ladies and Gentlemen—The undersigned submits herewith the annual report of the Business Department for the fiscal year commencing September 1, 1913, and ending August 31, 1914.

The report is intended to cover all operations in the department presented under the following plan:

New Buildings and Improvements completed, under construction, and contemplated.

Repairs completed either by contract or by the employees of the Department.

Purchase, custody, and distribution of supplies and material.

School Building and General Operations.

New Buildings, Additions and Improvements.

All new construction and improvements are made upon authority of the Board from funds through sale of bonds. Local architects familiar with school house construction are selected by your Board to prepare plans and specifications, with the exception of heating and ventilating plans which are prepared in this Department by the Chief Engineer. The construction is under the immediate supervision of the Business Manager, assisted by four general building Inspectors, the Chief Engineer for the heating and ventilating plants, and an electrical engineer. The employment of the latter was authorized for the inspection of electrical work from time to time as the building progressed, under a fee payment. This affords a splendid check upon a very difficult branch of work for the general Inspector.

Rothenberg School:

On June 19, 1911, your Honorable Board authorized Messrs. Garber and Woodward, local architects, to prepare plans and specifications for a new building to be located on the site of the then Fifteenth District School, at East Clifton avenue and Main street.

The pupils attending the Fifteenth District School were transferred to various schools in the neighborhood and the old building wrecked by contract, the Board of Education receiving therefor $690.00.

On May 6, 1912, competitive bids were received and the contracts awarded by your Board on May 20, 1912. Work was started as soon as possible thereafter, but quick sand encountered delayed progress and it was found necessary to drive 3,815 lineal feet of concrete piling, which involved an extra cost in amount of $5,722.50. Then the teamster strike tied up the work practically the entire summer of 1913 and the past summer work was again delayed for three months on account of the carpenter strike. However, the building is now practically completed, although entire occupancy cannot be given until some time in November.

The building is of concrete cage construction type, absolutely fireproof, with Bedford limestone foundation. It is three and one-half stories high above sidewalk level, faced with a chocolate, red heart brick trimmed with tan terra cotta. The corridors are cement floored, iron stairways with slate treads and platforms.

The basement contains showers and lockers, plunge bath, gymnasium, social room, machine shops and indoor playrooms. First floor occupied by Kindergarten, offices, rest room, auditorium with seating capacity of 450, general class rooms. The second floor accommodates Domestic Science, two Manual Training shops, and class rooms. On the third floor are class rooms, office and rest room, and outdoor play court for girls. A roof playground for boys and girls separated by brick wall and provided with toilets is a new feature necessitated by the restricted playground area. The building contains 29 regular class rooms.

The building is modern in every respect, with a vacuum cleaning system, electric program clocks and bells, and other features, and was designed to accommodate all neighborhood social activities which might arise.

Heating is by the direct-indirect steam system with three horizontal tubular boilers of 125 horse power each and operating in all 9,336 square feet of radiation. A ventilating system with fan 12 feet in diameter and 6 feet wide furnishes the entire building with 74,195 cubic feet of fresh air each minute. Lavatories receive and displace 3,130 cubic feet of air and class rooms 1,650 cubic feet per minute. In other words, a complete change of air in all lavatories and auditorium is effected every ten minutes, in class rooms every seven minutes, providing fifty cubic feet of fresh air per pupil each minute. A temperature regulator assures constant temperature of fresh air entering rooms, cleansed from all floating particles of duct and charged with the proper amount of moisture by the humidifying air washer.

The itemized cost is given herwith:

Excavations and Reinforced Concrete	$72,659 20
Concrete Piling	5,722 50
Masonry and Cut Stone Work	11,025 20
Cement Work	3,653 00
Hollow Tile Partitions	5,950 61
Brick and Terra Cotta	51,023 33
Marble, Slate and Alberene	11,906 00
Sheet Metal and Roofing	3,935 00
Plastering	10,766 00
Painting and Glazing	6,500 00
Structural and Ornamental Iron	15,548 00
Hardware	5,480 00
Electrical Work	8,663 80
Metal Weather Strips	460 80
Fire-Proof Doors and Windows	6,789 00
Carpenter Work	20,130 00
Plumbing and Gas Fitting	10,407 00
Clock System	1,825 00
Ash Lift	155 00
Air Washer	2,030 00
Temperature Regulation	1,850 00
Heating and Ventilating	21,472 78
Vacuum Cleaning System	1,644 00
	$279,596 22

Lot Area	38,608	square feet
Building Area	22,032	“ “
Cubic feet	1,513,310	
Cost per cubic foot, including equipment.	$0.1847	
Cust per cubic foot, on structure only....	$0.165	

The cubage cost on the structural work is remarkably low in view of the irregular shape of the building with its great number of angles of varying degree and the additional cost for piling. for which no provision was made.

LAFAYETTE BLOOM SCHOOL:

This new building, on the site of the old Fourth Intermediate School, Dayton and Baymiller streets, is now under construction. It is to be a thirty-four class room building with the usual arrangement for the necessary special departments and standard equipment.

WARSAW SCHOOL.

Plans are being prepared by Samual Hannaford & Sons for an addition of eight rooms and the entire remodeling of the present building, making sixteen class rooms in all, with Domestic Science, Manual Training, gymnasium, auditorium, Kindergarten, and showers. During the past summer six portable one-room class buildings were erected on the school property which, with the five frame buildings in use by the school for the past several years, will furnish quarters while the improvement is being constructed.

NEW HIGH SCHOOL BUILDING:

The idea for the new high school to be located at Erie and Madison road contemplates the cottage plan, as the activities of the school will be largely along vocational lines.

The ten local architects selected to submit competitive sketches under the program arranged by your Building Committee refused to compete because of the fact that the program was in conflict with the rules of the American Institute of Architects, and at this writing no further action has been taken.

IMPROVEMENTS COMPLETED.

PLUMBING:

College Hill—Equipped with ventilated inside toilets at a cost of $4,944.50.

Dyer—Additional shower baths installed at a cost of $1,234.

HEATING AND VENTILATING:

Bond Hill—Heating conditions were particularly bad and all furnaces and stoves were taken out, the basement remodeled, and steam heating plant installed at a cost of $3,182.20.

Peaslee—Inspection developed the fact that tubes were rusted and pitted and in an unsafe condition and new tubes were installed at a total cost of $470.

Pleasant Ridge—It was found necessary to install additional radiation in four class rooms at a cost of $320.

VACUUM CLEANING:

Clifton—The Mothers' Club generously presented the school with a complete vacuum cleaning system which cost $585, and the Department was authorized to install the necessary piping which was completed at a cost of $385.

CEMENTING, GRADING AND SODDING:

Garfield—Concrete retaining wall built on the east line, Edgewood avenue, and cement walks laid at a total cost of $1,751.40.

Peaslee—Additional cement walks were laid on Webster street playground at a cost of $118.50.

Sayler Park—The school lot was graded, playground surface graveled, basement cemented, and sewer connections made, at a total cost of $3,031.98.

FIRE ESCAPES:

Linwood—Upon order from the State Building Inspector a type A fire escape was erected at a cost of $770.

PORTABLE BUILDINGS:

Hyde Park—In order to afford better facilities for Manual Training and Domestic Science, heretofore located on the third floor of the main building, a four-room frame was constructed immediately in the rear of the main building and now provides quarters for these two departments and furnishes two additional class rooms. While the building is classed as "portable" it was designed as practically a permanent structure and will be used at this location for a number of years. A steam line run under ground from main building provides necessary heat. The total cost for the improvement is $5,001.

Warsaw—Six one-room portable buildings were erected on the lot, which, together with the frame buildings already in use, will house the school while the addition and remodeling is being completed. These buildings, as well as the buildings for Oakley and the Thirtieth District are truly portable. They were purchased "knocked down" in sections and these sections bolted together and erected by the employees in the Department under the supervision of the Superintendent of Buildings. They can readily be dismantled and re-erected elsewhere without the loss of any material except the roofing paper. The houses cost $560 each and erected on the ground at a cost of $966.54, making the total cost $4,326.54.

Thirtieth District—A two-room portable building for Manual Training and Domestic Science was purchased for the sum of $1,120 and erected at a cost of $386.67, total cost $1,506.67.

West Oakley—A two-room portable building for additional class rooms was purchased and erected. Cost for building $1,120, and for erection $338.45, total cost $1,458.45.

The lowest contract bids received for furnishing all material and constructing houses of similar dimensions and design, but not so typically "portable" were as follows:

Warsaw buildings	$6,368 00
Thirtieth District building	2,231 00
West Oakley building	2,231 00

Contemplated Improvements.

The following improvements are urgently needed and are recommended for authorization:

Interior Painting—The class rooms and corridors of the Hughes and Woodward High Schools.

Sanitary Toilet Systems—Madisonville and Riverside.

Electric Lighting—West Fork, Mt. Washington, Mt. Airy, College Hill Schools.

Cementing—Mt. Auburn, east and west sides of yards.

New Floors—Raschig School.

Heating and Ventilating—Replacing automatic stokers in the Dyer, Evanston, Central Fairmount, Clifton and Avondale Schools; vacuum cleaning system for Columbian School; heating, ventilating, and temperature-regulation system in the Windsor School.

REPAIRS AND RENOVATIONS.

All repair work is made under the direction of the Superintendent of Buildings. The regular repair force consists of four carpenters, one painter, two tinners and roofers, four pipefitters and helpers, one electrician and helper, two pavers, two drivers. The method of handling repair work consists in having the principals submit a list of their desired repairs in late spring. These lists are submitted to the Business Manager, and a personal inspection is made by him in company with the Superintendent of Buildings. The list is carefully revised and approved, always keeping in mind the extent of the funds on hand. The Superintendent of Buildings then maps out the work, so that activities will start immediately after the close of school. The short vacation makes it imperative that an additional force of men be employed in order to properly complete the bulk of repairs. The average increase in the force during summer and fall is from fifteen to twenty carpenters, twenty-five to thirty painters, and four tinners, in addition to the regular force employed throughout the year. Ordinary maintenance repairs are taken care of throughout the year by the regular force of mechanics.

The sum of $6,000.00 is placed to the credit of the Superintendent of Buildings in bank, for which he is personally responsible under his bond, and upon which he draws every two weeks sufficient funds to pay the wages of the workmen employed under his supervision, taking receipts from each man for the money received. At the end of four weeks, though sometimes six, depending upon how the workmen's pay days coincide with the bill meetings of the Board, the total payroll is vouchered, the receipts attached to voucher, and after audit by the Clerk and approved by your Board, the sum expended is again placed to his credit, so that at no time does the sum in bank exceed $6,000.00, and usually the sum represents the balance after a two and four weeks' payroll has been deducted. The payroll of the Superintendent of Buildings for the year totalled $28,142.06, the average four weeks' payroll from September 1, 1913, to December 31, 1913, being $3,422.78, and from January 1 to August 31, 1914, being $1,838.02. Because of the shortage in the Repair Fund this calendar year no extra men, with the exception of two carpenters, three painters, and one tinner, were employed for summer and fall work.

The Business Manager also has a petty cash fund not to exceed $100.00, from which is paid freight and express charges, telegrams, postage, and such other small charges which must be paid in cash. At each bill meeting of the Board, *i. e.*, every four weeks, a statement with the receipted bills attached is submitted by the Business Manager, audited by the Clerk, and approved by your Board, and the fund again reimbursed to the extent of the expenditure. The Business Manager is responsible for this cash account, and the Board of Education is amply protected by his bond.

The condition of the Repair Fund this year prevented any but the most urgent repairs to be made. All stoves were taken down, flues cleaned, new castings and pipe supplied where necessary, all roofs overhauled and repaired, electric lighting, plumbing, and heating plants put in first-class condition, sash, doors, and flooring repaired and installed, sash glazed, and locks and hardware overhauled.

Material on hand September 1, 1913	$6,884 52
Material purchased September 1, 1913, to August 31, 1914	3,622 72
Total to be accounted for	$10,507 24
Used in repair work during period of this report	6,452 54
Material on hand August 31, 1914	$4,054 70

Herewith is given a statement of materials purchased and distributed and Schedule "A" covering construction, improvement and repair costs. Classified material expense for each school is included in the cost of repairs.

Supplies and Material.

All supplies and materials are purchased by the Business Manager under competitive bidding. Bids for the bulk of general supplies and material and the special supplies and equipment for the various departments were opened June 17, 1914. As in the past four years, these specifications were prepared in a schedule specifying the quantity and description of the material, and providing a blank column in which the bidder inserts price. The specifications are divided into General, Electrical, Manual Training, Domestic Science, Kindergarten, Art, and Special Supplies. Copies were provided to all dealers who cared to bid on any of the articles contained in the schedule, the itemized price inserted, the proposal form signed, and the entire schedule submitted to the Department under sealed envelope and opened publicly. They were then tabulated and awards made upon each item or group of items upon which the lowest price had been submitted, in accordance with the specifications. Any additional material required from time to time has been purchased under the same method, except that specifications are typewritten and not printed. Deliveries are made to the warehouse and supplies placed in charge of the Custodian, who checks, stores, and distributes the materials upon requisitions from principals, supervisors and repair men. A card ledger kept in the office notes all new material and supplies received, distributed, and in stock, the entries being made daily from the requisitions which the Custodian returns to office after delivery has been made.

The system under which we are operating classes supplies as "Educational" (books, pens, pencils, ink powder, chalk, erasers, maps), and "Operating" (heating, ventilating, electric, vacuum cleaner, engine room, furniture, fixtures, machinery, coal, and all other supplies required for the operation of a school building, except those mentioned under Educational), and "Material," which is, of course, raw or partly fabricated, such as iron, tin, pipe, paints and oils, lumber, etc., worked up by the mechanics in the Department and included in the cost of repairs.

There were on hand September 1, 1913, supplies valued at......	$16,739 05
Purchased and stored during period of this report............	21,478 51
Total to be accounted for..................................	$38,217 56
Supplies distributed from stores during period covered by this report	25,630 17
On hand September 1, 1914..................................	$12,587 39

In this report I have taken the liberty to separate the text books from "Educational" and the "operating supply" charge as shown on the books under the following classification of items:

Operating Supplies—Mats, flags, rope, electric fuses and lamps, gas mantles, waste baskets, clocks, globes, chimneys, ladders, hatchets, shade cord, wheel-barrows, thermometers, shovels, packing, lubricating oils, ash cans, garbage buckets, waste, scythes, mowers, grass hooks and shears, hose, dust pans and brushes, wash basins, buckets, paste, glue, small tools, etc.

Equipment—Furniture, heating, ventilating, electric and plumbing fixtures, motors, machines, etc.

Fuel—Coal.

Herewith is given Schedule "B" of the supplies and equipment delivered from stock and on direct purchase for each school.

Text Books and Repairs.

All text books were purchased by the Business Manager, upon requisition from the Superintendent of Schools, who specified quantity, title, and particular edition desired. These purchases are made direct from the publishers as specified in the Superintendent of Schools' requisition.

After books are received and checked they are covered, labeled, and placed in charge of the Custodian, and distributed in the same manner as other supplies.

The books are covered with a special tough "kraft" paper, printed and die cut. This paper, under competition, costs $3.65

per hundredweight, and an average of four tons is used each year. Die cutting and printing, under competitive bids, cost $1.65 per thousand, making an average cost of 41 cents per hundred covers. Such covers are the means of increasing the service of the books fully 25 per cent. All the books in use are overhauled at least once each year, and in many cases twice, the high school books being repaired during the vacation period and the elementary books throughout the year. Covers are renewed, loose and torn leaves repaired, and new leaves inserted. Books beyond repair are scrapped and sold as old paper at $1.00 per hundredweight. The repair department is in charge of a forelady with seven assistants, and the cost of operating the department, including the wages of the employees, repair materials, covers, printing, etc., amounted to $4,766.14.

Herewith is given a statement of the books purchased, and repaired, and their value; also Schedule C of the distribution:

	Volumes	Value
ELEMENTARY:		
On hand September 1, 1913	9,723	$4,793 24
Purchased	36,272	11,000 42
Net distribution during period of report	37,224	11,099 00
Repaired (Valued at 50% cost)	88,448	16,272 58
*Scrapped	20,515	
SUPPLEMENTARY READING:		
On hand September 1, 1913	2,332	965 44
Purchased	8,977	2,897 94
Net distribution during period of report	9,697	3,079 88
*Scrapped	979	
HIGH SCHOOL:		
Purchased	14,261	6,739 17
Repaired	43,943	12,388 91
*Scrapped	289	

NOTE—High School Books are purchased for immediate use and not stored.

*21,783 volumes weighing 16,460 lbs., sold as scrap at $1.00 cwt., $164.60.

BUILDING AND GENERAL OPERATIONS.

In addition to preparing the plans and specifications and supervising construction of heating and ventilating equipment, the Chief Engineer also supervises the care and cleaning of the school buildings. He is assisted by the Visiting Engineer, who looks after all steam-heated houses, and the repair and maintenance of the machinery; and the Chief Janitor, who inspects the stove and furnace houses. Engineers and janitors are paid under a schedule based on the area of the houses and yards, type of heating plant, machinery and equipment. Under this schedule he pays all his help and furnishes his cleaning material. This method has been adopted by various school boards throughout the country, and has proven very satisfactory in controlling the cleaning service.

All cleaning is standardized upon a well-defined plan, so that floors, corridors, special departments, windows, etc., are cleaned regularly. The teachers "receipt" for each cleaning service performed in the room, and these reports are filed monthly with the Department, and afford an excellent check on the service rendered.

The estimated year's supply of coal is purchased under advertised competition and under a specification used by the United States Government, and modified to meet school-house conditions. All coal is weighed at the yards by the Chief Engineer or his assistants, signed weight certificate furnished driver, and no coal accepted by janitors unless such certificates accompanies delivery. Samples are then taken from the coal delivered, submitted to an analysis for British Thermal Units, Moisture, and Ash, and if it falls below specifications a deduction is made according to the penalty schedule as provided in the specifications. Herewith is submitted Schedule "D," showing coal operatings for the heating season commencing September 1, 1913, and ending June 1, 1914, together with the total penalties, the cost of analysis, and the net reduction.

SPECIAL DEPARTMENTS.

Herewith is given a statement of the supplies and equipment purchased and distributed according to requisitions of various Supervisors and Superintendent of Schools:

	Equipment	Supplies	Total
Manual Training	$2,992 38	$6,761 03	$9,753 41
Domestic Science	4,115 59	2,632 29	6,747 88
Kindergarten	870 00	1,664 08	2,534 08
Physical Culture	89 88	557 26	647 14
Art	123 10	1,819 13	1,942 23
Night School	......	757 00	757 00
School for Blind	100 00	37 74	137 74
Deaf Mute—Oral	2 89	16 89	19 78
Continuation—Boys	49 88	417 84	467 72
Continuation—Girls	90 00	42 95	132 95
Specials	......	1,229 25	1,229 25
German	......	229 33	229 33
Music	......	1,736 80	1,736 80
Open Air	515 71	......	515 71
Vacation School	......	110 88	110 88
Play Ground	......	591 71	591 71
House of Refuge	......	15 12	15 12
Children's Home	......	1 94	1 94
Garden School	106 27	......	106 27
Board of Health	......	93	93
Exhibits	......	......	254 00
Bureau of Hygiene	......	522 27	522 27
Stereopticons and Slides	60 00	27 31	87 31
Superintendent of Schools' Offices	290 39	97 23	387 62
Totals	$9,406 09	$19,268 98	$28,929 07

GENERAL OPERATIONS.

General Labor—Wages of Stove Gang	$724 80	
Wages of Inspector on Improvements	345 04	
Wages of Visiting Engineer for 76½ days	292 24	
Labor fabricating raw material placed into stock	1,482 51	
		$4,880 09
General Expense—Detective service	$50 00	
Boiler Insurance Premiums	70 00	
Coal Analyses	237 00	
Street Car Transportation	590 40	
Coal Advertising	17 50	
Miscellaneous	560 25	
		1,525 15
		$6,405 24

WAREHOUSE OPERATIONS.

Office Expense—Printing, postage, stationery, sundries	$432 42	
Building Expense—Wages of night watchman and Janitor, supplies	1,161 91	
Telephone	280 00	
Warehouse alterations and repairs	813 83	
Stable—Wages of stable boss, two drivers, feed, harness and wagon repairs, shoeing, repairs, supplies and fuel for two autos, garage rent	4,721 69	
Sundry Assets	91 53	
		$7,501 38
Discounts earned		$275 04
Receipts—Money turned into City Treasurer's Office:		
Scrap iron	$375 84	
Old desks and furniture	540 67	
Wrecking old building	60 00	
Scrap paper and books	164 60	
Rents	1,105 64	
Old barrels	12 85	
Contract reductions	402 58	
Miscellaneous	118 23	
		$2,780 41

The installation of a new system of accounting has been delayed because of the failure of the Auditor of State to concur in the system, devised by the Bureau of Municipal Research, upon your request. This has been a great disappointment, as we had hoped to have the new method in operation the first of the coming year. The entire matter now rests with the State Auditor, who has promised to submit a uniform accounting system adapted to the requirements of school systems in the larger cities of the State. We trust the proposed system will be an improvement, and yet comply with all the requirements of the law, and that it will be submitted at an early date.

I desire to express to you my appreciation for the unfailing support and co-operation afforded during the past year.

Respectfully submitted,

C. W. HANDMAN,
Business Manager.

SCHEDULE A—CONSTRUCTION, IMPROVEMENTS AND REPAIRS.

Schools	New Buildings	Improvements	Repairs	Totals
First District			163 48	163 48
Fifth District*			87 64	87 64
Sixth District		2,236 36	760 99	2,997 35
Twelfth District			485 69	485 69
Fifteenth District	151,642 11		12 79	151,654 90
Twentieth District			748 28	748 28
Twenty-second District			352 97	352 97
Twenty-third District			587 39	587 39
Twenty-fifth District			364 20	364 20
Twenty-seventh District			218 31	218 31
Twenty-eighth District			319 72	319 72
Thirtieth District		1,254 17	645 59	1,899 76
Avondale			742 33	742 33
Bond Hill		3,182 20	362 56	3,544 76
Bloom	30,491 59			30,491 59
Carthage		3,735 54	728 20	4,463 74
Central Fairmount			286 55	286 55
Chase			412 76	412 76
Clifton		385 00	767 17	1,152 17
College Hill		5,141 62	920 73	6,062 35
Columbian			213 06	213 06
Douglass			700 80	700 80
Dyer		1,234 00	518 17	1,752 17
Evanston			368 65	368 65
Fulton			257 05	257 05
Garfield		1,751 40	658 66	2,410 06
Guilford	9,464 32		918 32	10,382 64
Harrison			114 62	114 62
Hartwell			264 23	264 23
Highlands			220 40	220 40
Hoffman			426 90	426 90
Horace Mann			220 24	220 24
Hyde Park		2,150 07	750 68	2,900 75
Jackson			576 70	576 70
Kennedy Heights			33 85	33 85
Kirby Road..		6,447 00	672 97	7,119 97
Lincoln			482 24	482 24
Linwood		770 32	144 66	914 98
Madisonville			733 65	733 65
McKinley			341 34	341 34
Morgan			1,164 48	1,164 48
Mt. Adams			135 71	135 71
Mt. Auburn		1,654 70	610 44	2,265 14
North Fairmount			229 52	229 52
Oakley		1,404 20	402 98	1,807 18
Oyler			500 74	500 74
Peaslee		118 50	1,055 31	1,173 81
Pleasant Ridge		152 00	985 62	1,137 62
Raschig		17,466 00	1,940 54	19,406 54
Riverside			558 77	558 77
Sands	2,470 59		501 13	2,971 72
Sayler Park		3,060 74	183 17	3,243 91
Sayler Park-Fernbank			37 53	37 53
Sherman			745 95	745 95
Vine Street			269 08	269 08
Warsaw	3,887 05		275 29	4,162 34
Washburn		22 28	454 16	476 44
Webster		31 25	471 19	502 44
Westwood			648 30	648 30
Whittier		1,148 24	1,291 60	2,439 84
Windsor			557 34	557 34
Winton Place			454 61	454 61
Hughes High School			1,445 75	1,445 75
Madisonville High School			150 05	150 05
Walnut Hills High School			477 70	477 70
Woodward High School		2,598 25	3,297 90	5,896 15
Washington			640 07	640 07
Totals	$197,955 66	$55,943 84	$37,069 47	$290,068 97

* This building closed about nine months.

NOTE.—The amounts shown under "New Buildings" and "Improvements" indicate only the payments made on contracts during the year. The total cost for completed construction or improvements are shown on preceding pages. The amounts shown under "Repairs" indicate complete cost.

SCHEDULE B—CLASSIFIED SUPPLIES AND EQUIPMENT COSTS.

(Deliveries from Stores and Purchases for Direct Delivery)

Schools	Educational Supplies	Operating Supplies	Equipment	Totals
First District	74 34	42 71	52 20	169 25
Fifth District*	36 61	18 06	....	54 67
Sixth District	113 19	48 14	58 84	220 17
Twelfth District	55 09	27 07	33 09	115 25
Fifteenth District	....	8 61	10 52	19 13
Twentieth District	86 61	50 74	62 02	199 37
Twenty-second District	65 07	45 55	55 68	166 30
Twenty-third District	83 13	62 82	76 78	222 73
Twenty-fifth District	45 00	27 59	33 71	106 30
Twenty-seventh District	61 51	20 62	25 20	107 33
Twenty-eighth District	38 68	232 79	284 51	555 98
Thirtieth District	60 92	33 28	40 65	134 85
Avondale	38 72	50 10	61 24	150 06
Bond Hill	25 25	26 39	32 25	83 89
Bloom †	....	....	....	....
Carthage	27 50	26 31	32 15	85 96
Central Fairmount	34 16	42 23	51 62	128 01
Chase	81 47	34 82	42 56	158 85
Clifton	31 31	60 22	73 62	165 15
College Hill	66 05	13 87	16 96	96 88
Columbian	54 02	133 33	162 95	350 30
Douglass	77 80	34 98	42 76	155 54
Dyer	77 50	95 40	116 59	289 49
Evanston	25 49	27 46	33 57	86 52
Fulton	5 01	17 25	21 05	43 31
Garfield	28 97	28 03	34 26	91 26
Guilford	105 18	143 93	2,057 13	2,306 24
Harrison	16 79	11 05	13 50	41 34
Hartwell	24 18	48 56	59 35	132 09
Highlands	33 50	20 05	24 50	78 05
Hoffman	32 58	20 89	25 53	79 00
Horace Mann	33 33	32 98	40 31	106 62
Hyde Park	58 61	44 12	53 93	156 66
Jackson	100 75	41 63	50 88	193 26
Kennedy Heights	....	37 04	45 28	82 32
Kirby Road	56 23	52 25	63 87	172 35
Lincoln	65 22	51 19	62 56	178 97
Linwood	30 79	25 05	30 62	86 46
Madisonville	92 38	75 94	511 11	679 43
McKinley	91 99	15 60	19 07	126 66
Morgan	90 59	35 38	43 25	169 22
Mt. Adams	7 86	35 22	43 05	86 13
Mt. Auburn	30 54	46 33	56 63	133 50
North Fairmount	11 22	26 92	32 90	71 04
Oakley	43 62	29 93	36 59	110 14
Oyler	36 70	43 41	53 06	133 17
Peaslee	4 97	25 80	31 54	62 31
Pleasant Ridge	56 13	50 54	61 77	168 44
Raschig	57 38	100 99	123 44	281 81
Riverside	23 49	68 58	83 83	175 90
Sands	103 06	132 61	162 07	397 74
Sayler Park	46 55	24 93	30 47	101 95
Sayler Park-Fernbank	59	1 38	1 70	3 67
Sherman	54 93	44 19	54 00	153 12
Vine Street	8 88	13 37	16 35	38 60
Warsaw	38 71	19 09	23 33	81 13
Washburn	61 40	102 05	124 72	288 17
Washington	92 64	46 46	56 79	195 89
Webster	70 27	57 00	69 67	196 94
Westwood	34 71	29 14	35 61	99 46
Whittier	61 51	110 83	445 59	617 93
Windsor	39 55	34 99	42 77	117 31
Winton Place	75 68	113 18	138 34	327 20
Hughes High School	141 42	261 49	818 31	1,221 22
Madisonville High School	....	9 82	12 00	21 82
Walnut Hills High School	28 40	28 84	35 26	92 50
Woodward High School	251 72	176 75	1,620 29	2,048 76
Totals	$3,470 84	$3,479 81	$8,765 75	$15,716 40
Credit:				
Fifth District	$36 61	$18 06	....	$54 67

* This building closed about nine months. † See Twenty-seventh District.

SCHEDULE C

TEXT BOOK DISTRIBUTIONS.

Schools	Regular Elementary		Supplementary Reading		High Schools		Totals	
	Vols.	Value	Vols.	Value	Vols.	Value	Vols.	Value
First District	403	$126 12	236	$69 29	.....	....	639	195 41
Fifth District	25	2 81	.....	....	.....	....	25	2 81
Sixth District	523	117 16	360	87 36	.....	....	883	204 52
Twelfth District	1,114	206 83	180	53 26	.....	....	1,294	260 09
Twentieth District	1,350	367 41	153	62 32	.....	....	1,503	429 73
Twenty-second District	387	107 65	104	46 52	.....	....	491	154 17
Twenty-third District..	860	263 87	91	31 33	.....	....	951	295 20
Twenty-fifth District...	525	102 95	46	18 85	.....	....	571	121 80
Twenty-eighth District.	471	110 71	68	17 56	.....	....	539	128 27
Thirtieth District	1,623	570 17	227	45 84	.....	....	1,850	616 01
Avondale	901	293 55	283	79 19	.....	....	1,184	372 74
Bond Hill	376	101 04	246	67 04	.....	....	622	168 08
Bloom	637	171 73	246	80 66	.....	....	883	252 39
Carthage	565	152 98	23	8 37	.....	....	588	161 35
Central Fairmount	395	122 18	114	42 25	.....	....	509	164 43
Chase	607	268 65	264	72 40	.....	....	871	341 05
Children's Home	10	1 20	.....	....	.....	....	10	1 20
Clifton	354	89 86	99	18 94	.....	....	453	108 80
College Hill	298	78 08	317	107 56	.....	....	615	185 64
Columbian	483	140 43	112	37 93	.....	....	595	178 36
Deaf Mute Oral	6	2 88	.....	....	.....	....	6	2 88
Douglass	644	144 75	244	57 81	.....	....	888	202 56
Dyer	267	161 60	424	116 37	.....	....	691	277 97
Evanston	722	211 39	88	20 91	.....	....	810	232 30
Fulton	248	64 61	.....	....	.....	....	248	64 61
Garfield	624	165 06	67	34 95	.....	....	691	200 01
Guilford	381	124 93	191	59 60	.....	....	572	184 53
Harrison	236	55 95	.....	....	.....	....	236	55 95
Hartwell	359	82 05	116	31 41	.....	....	475	113 46
Highlands	202	76 83	47	10 68	.....	....	249	87 51
Hoffman	708	244 78	204	56 44	.....	....	912	301 22
Horace Mann	270	64 67	160	61 89	.....	....	430	126 56
Hyde Park	970	366 12	59	17 40	.....	....	1,029	383 52
Jackson	304	42 63	290	74 17	.....	....	594	116 80
Kennedy Heights	165	40 10	15	2 70	.....	....	180	42 80
Kirby Road	566	130 00	279	65 99	.....	....	845	195 99
Lincoln	1,742	682 24	125	59 75	.....	....	1,867	741 99
Linwood	291	84 90	132	58 58	.....	....	423	143 48
Madisonville	542	175 04	474	163 08	.....	....	1,016	338 12
McKinley	881	285 11	367	114 16	.....	....	1,248	399 27
Morgan	590	163 22	203	76 56	.....	....	793	239 78
Mt. Adams	155	46 66	105	27 30	.....	....	260	73 96

SCHEDULE C—TEXT BOOK DISTRIBUTIONS—Continued

Schools	Regular Elementary		Supplementary Reading		High Schools		Totals	
	Vols.	Value	Vols.	Value	Vols.	Value	Vols.	Value
Mt. Auburn	1,014	325 56	86	24 90	......	....	1,100	350 46
North Fairmount	372	85 33	20	10 00	......	....	392	95 33
Oakley	601	198 19	351	104 48	......	....	952	302 67
Oyler	238	40 92	156	54 41	......	....	394	95 33
Peaslee	1,010	526 80	......	....	......	....	1,010	526 80
Pleasant Ridge	255	60 81	137	30 68	......	....	392	91 49
Raschig	1,033	274 41	176	28 66	......	....	1,209	303 07
Riverside	592	196 99	194	76 71	......	....	786	273 70
Sands	1,925	583 93	184	56 24	......	....	2,109	640 17
Sayler Park	445	141 56	146	49 11	......	....	591	190 67
Sayler Park—Fernbank	14	3 68	......	....	......	....	14	3 68
Sherman	1,244	258 69	76	24 34	......	....	1,320	283 03
Special No. 3	12	2 16	......	....	......	....	12	2 16
Vine Street	479	138 06	2	11 85	......	....	481	149 91
Warsaw	492	140 15	109	28 60	......	....	601	168 75
Washburn	525	136 79	145	28 39	......	....	670	165 18
Washington	525	166 59	......	....	......	....	525	166 59
Webster	504	104 93	159	35 38	......	....	663	140 31
Westwood	864	253 81	372	118 10	......	....	1,236	371 91
Whittier	959	275 34	235	95 53	......	....	1,194	370 87
Windsor	716	166 78	66	23 27	......	....	782	190 05
Winton Place	555	165 56	130	44 58	......	....	685	210 14
Special German	34	6 68	......	....	......	....	34	6 68
Superintendent Schools	4	1 94	......	....	......	....	4	1 94
Hartwell High School	......	....	......	....	219	139 75	219	139 75
Hughes High School	36	33 48	201	173 69	4,399	2,431 44	4,636	2,638 61
Madisonville H. School	......	....	......	....	1,257	506 49	1,257	506 49
Pleasant Ridge H. S.	......	....	......	....	996	471 34	996	471 34
Walnut Hills H. School	......	....	......	....	1,325	561 64	1,325	561 64
Woodward High School	......	....	67	27 08	6,065	2,628 51	6,132	2,655 59
Totals	37,228	$11,100 04	9,771	$3,102 42	14,261	$6,739 17	61,260	$20,941 63
Credit:								
Fifth District	......	....	23	10 96	......	....	23	10 96
Sixth District	4	1 04	......	....	......	....	4	1 04
Peaslee	......	....	50	11 10	......	....	50	11 10
Washington	......	....	1	48	......	....	1	48
Totals	4	$1 04	74	$22 54	......	....	78	$23 58

SCHEDULE D

Schools	On Hand May 31, 1913			Delivered June, 1913, to May, 1914			Consumed Sept., 1913, to May, 1914			On Hand May 31, 1914			Valuations		
	Tons Run of Mine, At $2.53 per ton	Tons Lump, At $2.38 per ton	Tons Nut & Slack, At $1.90 per ton	Tons Run of Mine, At $3.08 per ton	Tons Lump, At $2.53 per ton	Tons Nut and Slack, At $2.14 per ton	Tons Run of Mine, At $2.53 and $3.08 per ton	Tons Lump, At $2.38 and $2.53 per ton	Tons Nut and Slack, At $1.90 and $2.14 per ton	Tons Run of Mine, At $3.08 per ton	Tons Lump, At $2.53 per ton	Tons Nut & Slack, At $2.14 per ton	On Hand at End of Heating Season 1912–1913	Purchased, Heating Season 1913–1914	Consumed, Heating Season 1913–1914
First District		12		22.8	126.5		22.8	138.5					$28 5	$390 27	$418 83
Fifth District		8			123.6			131.6					19 0	312 71	331 75
Sixth District	13			259.6			257.6			15			32 8	799 57	786 26
Twelfth District		15			119.55			114.55			20		35 7	302 46	287 56
Fifteenth District				254.625			244.625			10				784 25	753 45
Twentieth District		15			101.05			101.05			15		35 7	255 66	253 41
Twenty-second District	40			177.55			177.55			40			101 2	546 85	524 85
Twenty-third District	25			144.55	118.175		149.55	118.175		20			63 2	744 19	745 84
Twenty-fifth District		6			123.025			94.025			35		14 2	311 25	236 98
Twenty-eighth District		3			127.55			126.55			4		7 1	322 70	319 72
Thirtieth District	30			131.9			131.9			30			75 9	406 25	389 75
Avondale						313.12			313.12					670 08	670 08
Boys' Special		20			73.55			87.55			6		47 6	186 08	218 50
Bond Hill	10			52.3			57.3			5			25 30	161 08	170 98
Bloom					107.05			77.05			30			270 84	194 94
Carthage	20			58			73			5			50 6	178 64	213 84
Central Fairmount						213.47			138.475			75		456 84	296 34
Chase	3			189.51			182.51			10			7 59	583 69	560 48
Clifton						288			258			30		616 32	552 12
College Hill	30			86.2			101.2			15			75 90	265 50	295 20
College Hill Colony, Mt. Airy (Gas)															
Columbian	15			147.225			132.225			30			37 95	453 45	399 00
Continuation					25			25						63 25	63 25
Douglass	10			195.4			185.4			20			25 30	601 83	565 53
Dyer			5			481.8			461.8			25	9 50	1,031 05	987 05
Evanston			5		12	208.1		12	203.1			10	9 50	475 69	463 79
Fulton		10			41.8			50.8			1		23 80	105 75	127 02
Garfield	60			120.3			165.3			15			151 80	370 52	476 12
Guilford				313.55			298.55			15				965 73	919 53
Harrison	20			101.8			101.8			20			50 60	313 54	202 54
Hartwell				93.2			63.2			30				287 06	194 66
Highlands (Gas)															
Hoffmann		15			165.7			140.7			40		35 70	419 22	353 72
Horace Mann	25			138.3			138.3			25			63 25	425 96	412 21
Horace Mann Col., Mt. Washington		6			28.35			31.35			3		14 28	71 73	78 42
Hyde Park				191.7			131.7			60				590 44	405 64
Hyde Park Colony, Drake Avenue		5			11			15			1		11 90	27 83	37 20
Hyde Park Colony, Delta Avenue		1			8			8			1		2 38	20 24	20 09
Jackson		15			92.1			87.1			20		35 70	233 01	218 11
Kennedy Heights				*34.55			*14.55			*20				94 67	39 87
Kirby Road	125			170.595			270.595			25			316 25	525 43	764 68
Kirby Road Colony, West Fork		2			11.35			13.35					4 76	28 72	33 48
Lincoln				167.628			162.628			5				516 29	500 89
Linwood	10			75.5	3		65.5	3		20			25 30	240 13	203 83
Madisonville	10			241.9055			226.9055			25			25 30	745 07	693 37

Schools	On Hand May 31, 1913			Delivered June, 1913, to May, 1914			Consumed Sept., 1913, to May, 1914			On Hand May 31, 1914			Valuations		
	Tons Run of Mine, At $2.53 per ton	Tons Lump, At $2.38 per ton	Tons Nut & Slack, At $1.90 per ton	Tons Run of Mine, At $3.08 per ton	Tons Lump. At $2.53 per ton	Tons Nut and Slack. At $2.14 per ton	Tons Run of Mine, At $2.53 and $3.08 per ton	Tons Lump. At $2.38 and $2.53 per ton	Tons Nut and Slack, At $1.90 and $2.14 per ton	Tons Run of Mine, At $3.08 per ton	Tons Lump. At $2.53 per ton	Tons Nut & Slack. At $2.14 per ton	On Hand at End of Heating Season 1912–1913	Purchased, Heating Season 1913–1914	Consumed, Heating Season 1913–1914
McKinley				107.675			97.675			10				331 64	300 84
McKinley Colony, California					16			16						40 48	40 48
McKinley Colony, Three-Mile					8			7			1			20 24	17 71
Morgan	12			202.35			204.35			10			30 36	623 24	622 80
Mt. Adams	30			50.1	31.7		50.1	31.7		30			75 90	234 51	218 01
Mt. Auburn	50			152.95			187.95			15			126 50	471 09	551 39
North Fairmount	15			90.225			95.225			10			37 95	277 89	285 04
Oakley (East)				3.5	20		3.5	20						61 38	61 38
Oakley (West)				163.54			148.54			15				503 70	457 50
Oyler	3			181.75			184.75						7 59	559 79	567 38
Peaslee				194.75			179.75			15				599 83	553 63
Pleasant Ridge				97.29			72.29			25				299 65	222 65
Raschig	2			202.9			194.9			10			5 06	624 93	599 19
Riverside	15			106.725	34		121.725	34					37 95	414 73	452 68
Riverside Colony, Tell Cottage		2			9.95			11.95					4 76	25 17	29 93
Riverside Colony, Trautman	2				12		2	7			5		5 06	30 36	22 77
Riverside Colony, Anderson Ferry					13.65			13.65						34 53	34 53
Sands				401.35			381.35			20				1,236 16	1,174 56
Sayler Park		30			29.4			39.4			20		71 40	74 38	95 18
Sayler Park Colony, Fernbank					15			11			4			37 95	27 83
Sherman				57.95	166.25		57.95	126.25			40			599 10	497 90
Special No. 3				72.95	68.25		72.95	68.25						397 36	397 36
Vine Street				95.8			90.8			5				295 06	279 66
Warsaw	10	6		42.25	41.5		52.25	47.5					39 58	235 13	274 71
Washburn	15			295.2			305.2			5			37 95	909 22	931 77
Washington	20			362.34			322.34			60			50 60	1,116 01	981 81
Webster	10			225.7			170.7			65			25 30	695 16	520 26
Westwood	10			190.8			175.8			25			25 30	587 66	535 96
Westwood Colony, Cheviot					11.35			11.35						28 72	28 72
Whittier	3			176.25			174.25			5			7 59	542 85	535 04
Windsor	15			62.2	90.8		57.2	88.8		20	2		37 95	421 30	392 59
Winton Place	35			131.888			151.888			15			88 55	406 22	448 57
Hughes High School	10			1,085.05			945 05			150			25 30	3,341 95	2,905 25
Madisonville High School	12			80.5			82.5			10			30 36	247 94	247 50
Walnut Hills High School	20			224.75			214.75			30			50 60	692 23	650 43
Woodward High School	250			1,090.65			940.65			400			632 50	3,359 20	2,759 70
Warehouse				104.7155			104.7155							322 52	322 52
Totals	985	171	10	9,622.787	1,986.2	1,504.495	9,197.787	1,909.2	1,374.495	1,410	248	140	$2,918 03	$37,871 12	$35,526 11

Total penalties on coal purchases, heating season 1913-1914, amounted to..............$909 59
Cost of analysis...237 50

Net reduction..$672 09

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